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ABSTRACT

The goal of the U.S. Department of Education's America Reads Challenge is that all children read well and independently by the end of third grade. This guide details the knowledge and skills needed to support the America Reads Challenge or to implement a literacy development program for children from preschool through grade 3. The guide was designed for community partners in teaching children to read, including tutors, trainers, program developers, and administrators. Chapter 1, "How to Use This Guide," highlights the need for tutoring and relates relevant sections of the guide for completing various tasks. Chapter 2, "How Most Children Learn to Read," describes early child development, the effects of brain development on literacy development, and how children become readers and writers. Chapter 3, "How Tutors Can Support Young Readers," describes appropriate tutoring strategies for children of various ages, learning conditions that support literacy, scaffolding techniques, and motivating children to read. Chapter 4, "Involving Families in Tutoring Programs," discusses how to include family involvement in the tutoring program, form family literacy programs, and reach families through reading-related events. Chapter 5, "Building Community Partnerships," describes the America Reads Challenge, discusses collaborating with work-study programs, and provides contact information for programs supporting children's literacy development. Chapter 6, "Developing a Tutoring Program," describes the characteristics of effective tutoring programs and discusses eight steps to developing a tutoring program: (1) assess need; (2) define mission; (3) set goals and objectives; (4) create tutoring program partnerships; (5) design program design; (6) select/adapt curriculum; (7) support tutors; and (8) implement the plan. Three appendices define terms and contain print, audiovisual, Web site, and organizational resources. (Contains 19 references.) (KB)

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ON THE ROAD TO READING

A Guide for Community Partners

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AmericaReads
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A Joint Project of the Corporation for National Service, the U.S. Department of Education, and the U.S. Department of Health and Human Services

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America Reads Challenge

On the Road to Reading

A Guide for Community Partners

Derry Koralek and Ray Collins

**A Joint Project of the Corporation for National Service,
the U.S. Department of Education, and the
U.S. Department of Health and Human Services**

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The Guide At a Glance

Are you ready to get started? Would you like to know where to find the ideas and information tailored to your needs? This chart will give you a bird's eye view of the *Guide* from the user's perspective.

Chapter	Description	Users
1	Overview of how to use the Guide ▪ Key topics in chapters ▪ Sections tailored to specific users	▪ All users
2	How most children learn to read	▪ Tutors ▪ Trainers ▪ Program developers
3	How tutors can support readers	▪ Tutors ▪ Trainers ▪ Program developers
4	How to involve families	▪ Family organizations ▪ Tutors ▪ Trainers ▪ Program developers
5	Building community partnerships	▪ Administrators ▪ Program developers ▪ Trainers
6	Developing a tutoring program	▪ Administrators ▪ Program developers ▪ Trainers

In this chapter:

- Readers of this Guide
- Topics Addressed in the Guide
- Using the Guide for a Variety of Tasks

How to Use this Guide

On the Road to Reading: A Guide for Community Partners addresses the essential knowledge and skills needed to support the America Reads Challenge or to implement any literacy development program for children from preschool through grade three. The *Guide* introduces a range of topics of interest to individuals who want to contribute to initiatives that promote children's reading:

- how children become readers;
- teaching and tutoring strategies that promote reading and literacy development;
- the important role of families as children's first and primary educators; and
- building community partnerships to support literacy.

The basic information provided in *On the Road to Reading* will help community partners get started in their literacy efforts. Readers can learn more about reading and literacy through Web sites, books, journals, audiovisual materials, and public and private organizations that focus on helping young children become engaged readers. Many of these resources are listed in Appendix B, Resources for Tutoring Programs, and Appendix C, Organizations that Support Literacy.

This chapter covers the following topics:

- readers of this *Guide;*
- topics addressed in the *Guide;* and
- using the *Guide* for a variety of tasks.

> *We ought to commit ourselves as a country to say by the year 2000, 8-year-olds in America will be able to pick up an appropriate book and say, 'I read this all by myself.'*
>
> *President Bill Clinton, Fresno, California, September 12, 1996*

Readers of this Guide

On the Road to Reading is directed to community projects that support the America Reads Challenge goal—that all children read well and independently by the end of the third grade. Users include AmeriCorps members, Senior Corps volunteers, VISTA volunteers, national service participants, work-study college students, and other tutors and reading helpers; administrators and teachers in child care, Head Start, and other preschool programs; school administrators, reading specialists, and teachers in kindergarten through grade three; administrators and staff in before- and after-school programs (programs focused on "out-of-school" hours); family literacy program organizers and participants; and other individuals and community groups that support children's literacy development.

SPOTLIGHT ON TUTORING

Why Are Tutoring Programs Needed?

- Four out of 10 children in kindergarten through grade three are at-risk in terms of literacy development. Forty percent of the nation's fourth graders scored below the basic level on the 1994 National Assessment of Educational Progress.
- The majority of children who are at-risk respond to tutoring and other interventions.
- While fewer than one out of four children with reading difficulties have learning disabilities, 80 percent of the children who are diagnosed with learning disabilities have a disability that affects their reading skills.
- Interventions typically do not take place before age 9 or 10, after a child has experienced at least two years of failure in reading. By this age the stage is set for failure and it is extremely difficult for children to recover lost ground.

What Do Children Gain from Tutoring?

- Children with average reading skills are encouraged to progress to the next level.
- Children whose reading skills are below those of their peers receive individualized attention to address identified problems and gaps in development.
- Supplementing classroom resources allows teachers to give all children in the class more attention so everyone benefits.
- Children learn at home as well as in tutoring settings because tutors recognize parents as their children's first and primary teachers and encourage them to support their children's reading skills and enhance their own literacy development.
- Children can maintain their reading skills during the summer months.
- Children who are out of school for extended periods of time due to illness or other circumstances can maintain and increase their reading skills.

Topics Addressed in the Guide

Every reader has a way of getting to know a new publication. Some readers will skim it front to back; others will turn to topics of interest or those relevant to their role. After this introduction, there are five additional chapters, each of which addresses a specific topic, and four appendices. Readers can use the chart that follows to learn what topics are addressed in *On the Road to Reading*.

On the Road to Reading: A Guide for Community Partners

CHAPTER	*KEY TOPICS*
1: **How to Use This Guide**	Readers of this Guide Topics Addressed in the Guide Using the Guide for a Variety of Tasks
2: **How Most Children Learn to Read**	Child development in the early years The effects of brain development on literacy development Emerging literacy How children become readers and writers
3: **How Tutors Can Support Young Readers**	What it means to read and write; what readers and writers can do Steps to follow in preparing for the first tutoring session Tutoring strategies appropriate for preschool and primary years Conditions of learning that support literacy development Scaffolding techniques for tutoring sessions Motivating children to read Tutoring strategies for preschool and kindergarten Tutoring strategies for the primary grades
4: **Involving Families in Tutoring Programs**	Including family involvement in the design of the tutoring program How tutors can establish partnerships with families Family literacy programs for children and parents Reaching families through reading-related events Sponsoring a book discussion series for adult family members
5: **Building Community Partnerships**	The America Reads Challenge Collaborating with work-study programs Summaries and contact information about a variety of programs that support children's literacy development

On the Road to Reading: A Guide for Community Partners

CHAPTER	*KEY TOPICS*
6: Developing a Tutoring Program	Eight steps to develop a tutoring program: • Assess the need • Define the mission • Set goals and objectives • Create tutoring program partnerships • Design the program • Select or adapt a reading curriculum • Provide support for tutors • Implement the plan Characteristics of effective tutoring programs
Appendix A: Glossary	Definitions of terms related to reading and literacy development
Appendix B: Resources for Tutoring Programs	Publications, web sites, and sources of free or inexpensive children's books
Appendix C: Organizations that Support Literacy	Contact information and descriptions of services offered by organizations that support literacy

Using the Guide for a Variety of Tasks

Readers can use *On the Road to Reading* as a general reference guide for promoting children's reading and as a resource for carrying out a wide range of tasks related to planning and implementing literacy development programs. The following chart offers a few examples of how to use different sections of the *Guide* to address specific needs.

As readers become familiar with the contents of the *Guide,* they will find many ways to use the information, checklists, and examples to carry out a variety of tasks.

Using On the Road to Reading

TASK	*RELEVANT SECTIONS OF THE GUIDE*
Review and select an emerging literacy approach or a reading curriculum	Chapter 2: Read Emerging Literacy and How Children Become Readers and Writers. Chapter 2: Observe children in a child care or Head Start program or elementary school (kindergarten through grade three); compare observation notes to Emerging Literacy Explorations or Becoming Readers and Writers. Chapter 6: Read Step 6. Select or Adapt a Reading Curriculum.
Offer a workshop for tutors on using scaffolding techniques with preschool children	Chapter 2: Read and discuss the information in the sections on How Young Children Develop, Brain Development, and Emerging Literacy. Chapter 3: Read and use the information on scaffolding techniques to plan an activity that allows tutors to build this skill. Chapter 2: Use the chart Emerging Literacy Explorations as a handout and to discuss scaffolding.
Offer a workshop for families on reading with their children	Chapter 3: Use the Checklist for Reading Aloud as a planning tool. Chapter 4: Provide copies of TIPS FOR FAMILIES, Reading Aloud With Your Child, and TIPS FOR FAMILIES, Help Your Child Become a Reader.
Write a program handbook for tutors	Chapter 6: To get started, review the example of the contents of a tutoring handbook, under Step 7, Provide Support for Tutors. Chapters 3 and 4: Use relevant information about effective tutoring strategies and creating partnerships with families. Appendix B: Glossary: Include terms tutors need to know.
Develop a new tutoring program	Read the entire Guide. Chapter 6: Review the eight steps in the planning process for developing a tutoring program. Chapter 5: Review Examples of Reading and Tutoring Programs and contact programs with a similar focus to learn about successful strategies. Appendix B: Resources for Tutoring Programs and Appendix C: Organizations that Support Literacy: Access resources to learn more about literacy-related topics.
Prepare to serve as a tutor for a child in first grade	Chapter 2: Read the whole chapter, noting sections most relevant to supporting a child in the first-grade. Chapter 3: Read Setting the Stage for Success. Follow the steps listed in Prepare for the First Tutoring Session. Chapter 3: Read Tutoring Strategies for the Primary Grades. Chapter 4: Read Establishing a Partnership with Each Family. Appendix B: Resources for Tutoring Programs: Visit the web sites.

In this chapter:

- How Young Children Develop
- Understanding Brain Development
- Emerging Literacy
- Becoming Readers and Writers

How *Most* Children Learn to Read

Literacy development programs should be based on an understanding of child development, recent research on brain development, and the natural, ongoing process through which most young children acquire language skills and become readers and writers. Successful programs to promote children's reading and literacy development should build on this foundation.

This chapter covers the following topics:

- how young children develop—an overview of child development;
- understanding brain development—the importance of the early years;
- emerging literacy—how children make their own language discoveries; and
- becoming readers and writers—how children build on their early literacy skills to become readers and writers.

> *Between the ages of four and nine, your child will have to master some 100 phonics rules, learn to recognize 3,000 words with just a glance, and develop a comfortable reading speed approaching 100 words a minute. He must learn to combine words on the page with a half-dozen squiggles called punctuation into something—a voice or image in his mind—that gives back meaning.*
>
> *Paul Kropp,*
> *Raising a Reader, Make Your Child a Reader for Life, 1996*

How Young Children Develop[1]

As young children grow, mature, and acquire new skills they go through specific stages of development in four areas: physical, cognitive and language, social, and emotional. *Physical development* includes gaining control over the small muscles used to pick up and hold things and building the large muscles used to walk or throw a ball. *Cognitive and language development* includes the thinking and reasoning skills used to solve problems and the acquisition of language. *Social development* involves learning to develop relationships and get along with other children and adults. *Emotional development* is closely tied to social development and leads to a sense of identity and self-esteem.

Most children follow the same pattern of development.

Children tend to follow the same sequence and pattern of development. For example, most children crawl before they walk, play alone before playing with others, and think all animals with similar features are the same before noticing the differences that make a dog a dog, and a cow a cow. However, each child develops according to an individual time clock that is set at his or her own pace for gaining new skills.

The four areas of development are interrelated—development in one area is affected by the others.

Because child development is dynamic in nature, it is nearly impossible to consider one area of development at a time. For example, when a child paints a picture he uses physical skills to hold the brush and control where the paint goes on the paper. Cognitive skills allow him to solve problems such as how to keep the paint from dripping or how to create a new color. He uses social skills to ask a friend to help him hang the picture. His pride in the finished picture helps him feel competent—a feeling that supports emotional development.

Language skills are central to cognitive development. Children use their thinking skills to make sense of language and use their language skills to talk about their activities. Language skills are also closely tied to social and emotional development. Children use language skills to play, make friends, express feelings, and develop ties to family members and others.

Children use listening and speaking skills as they learn to read and write.

Children first learn to listen and speak, then use these and other skills to explore reading and writing. Like child development in general, language development is interrelated. Children who have many opportunities to listen and speak tend to become skilled readers and writers. Children who can put their ideas in writing become better readers. Children who are read to often, learn to love reading and become better listeners, speakers, and writers.

Understanding Brain Development[2]

Parents, teachers, and others who closely observe children have long recognized the importance of the early years. They know that talking with and responding to babies is the best way to promote security and encourage healthy development. By taking advantage of new technologies—including brain scans—scientists can now see how and when the brain works. Recent research provides proof that a child's interactions and experiences in the first few years of life have a large impact on social, emotional, intellectual, and language development.

Babies are born with 100 billion brain cells, called neurons, virtually all of the brain cells they will ever have. The neurons are not yet connected into networks as they will be when the brain is mature. As babies respond to experiences in their world of home, family, and caregivers, their brain cells form networks that give them the capacity to think and learn. Connections are made as brain cells send signals to and receive input from each other. A single cell can connect with as many as 15,000 other cells. The resulting network of connections is called the brain's wiring or circuitry.

Interactions and Experiences That Stimulate Brain Development

Brain development occurs around the clock, when babies are with their parents and when they are cared for by others. Every important caregiver—relative, neighbor, child care provider—has an impact on the baby's brain development. As babies respond to these actions, their brains develop connections. Touch is particularly important to babies' development. Holding and stroking a baby stimulates the brain to release the hormones that allow for growth. Each time the baby experiences new things to look at, hear, taste, smell, touch, and feel, new connections are formed.

When parents coo, sing, talk, read, and laugh with their babies they are encouraging brain development.

Shortly after birth a baby's brain produces trillions more connections between neurons than it can possibly use. By age three, the child's brain has formed 1,000 trillion connections—twice as many as in an adult brain. Beginning at about age 10, the child's brain begins getting rid of the extra connections and gradually creates a more powerful and efficient circuitry. The brain permanently retains the connections that are used repeatedly in the early years and eliminates connections that are seldom or never used. For example, children who are seldom spoken to or read to in the early years tend to have difficulty mastering language skills because their brains eliminate the unused connections used for this type of learning.

The brain permanently retains the connections that are used repeatedly in the early years and eliminates ones that are seldom or never used.

How the Brain Creates Learning Windows

Neurons send their signals through axons—the lines that form electrical connections with other cells. Many of the axons are wrapped with cells which form myelin sheaths. The sheaths insulate the axon, allowing it to send a signal 100 times faster than if it did not have the sheath. Newborns have very few myelinated axons, which explains why they don't see well or have good motor coordination. Without the myelin sheath, their neurons don't work fast enough and can't coordinate well.

Myelinization is the key to understanding *learning windows*—the times in a child's development when a particular kind of learning is most easily acquired. Different regions of the child's brain become myelinated at different ages. The brain knows which areas to myelinate first—which kind of learning needs to occur before another.

The region in the brain for language production is called Broca's area. When this area becomes myelinated children develop speech and grammar. Wernicke's area—the center of language comprehension—is myelinated six months before

Broca's area even starts to develop. The brain makes it possible for a child to understand language before he or she produces it.

A child can still learn a language skill after the window has closed, however, it will be more difficult.

Some language learning windows remain open throughout our lives. For example, we continue adding new words to our vocabularies into adulthood. Some language windows close quite early in a child's life. For example, the window for acquiring syntax may close as early as 5 or 6 years of age. Children can still learn the language skill after the window has closed; however, it will be a more difficult process. This reinforces the importance of encouraging children's learning in the early years. Some young children have not received the experiences and interactions that stimulate the natural development of language skills. Effective teaching, coupled with a responsive tutoring program implemented by well-trained tutors, can help these children gain the foundation needed to become readers and writers.

Emerging Literacy

Emerging literacy is the gradual, ongoing process of learning language that begins in infancy.

Emerging literacy describes the gradual, ongoing process of learning to understand and use language that begins at birth and continues through the early childhood years (i.e., through age eight). During this period children first learn to use oral forms of language—listening and speaking—and then begin to explore and make sense of written forms—reading and writing.

Emerging literacy begins in infancy as a parent lifts a baby, looks into her eyes, and speaks softly to her. It's hard to believe that this casual, spontaneous activity is leading to the development of language skills. But, this pleasant interaction helps the baby learn about the give and take of conversation and the pleasures of communicating with other people. Young children continue to develop listening and speaking skills as they communicate their needs and desires through sounds and gestures, babble to themselves and others, say their first words, and rapidly add new words to their spoken vocabularies.

Our brains are designed to attach meanings to sounds, analyze grammar, and produce sentences.

Most children who have been surrounded by language from birth are fluent speakers by age three, regardless of intelligence, and without conscious effort. Each of the 6,000 languages in the world uses a different assortment of phonemes—the distinctive sounds used to form words. When adults hear another language, they may not notice the differences in phonemes not used in their own language. Babies are born with the ability to distinguish these differences. Their babbles include many more sounds than those used in their home language. At about 6 to 10 months, babies begin to ignore the phonemes not used in their home language. They babble only the sounds made by the people who talk with them most often.

During their first year, babies hear speech as a series of distinct, but meaningless words. By age 1, most children begin linking words to meaning. They understand the names used to label familiar objects, body parts, animals, and people. Children at this stage simplify the process of learning these labels by making three basic assumptions:

1. Labels (words) refer to a whole object, not parts or qualities ("Flopsy" is a beloved toy, not its head or color).

2. Labels refer to classes of things rather than individual items ("Doggie" is the word for all four-legged animals).

3. Anything that has a name can only have one name (for now, "Daddy" is "Daddy," and not a "man" or "Jake").

As children develop their language skills, they give up these assumptions and learn new words and meanings.

From this point on, children develop language skills rapidly. Here is a typical sequence:

- At about 18 months, children add new words to their vocabulary at the astounding rate of one every 2 hours.

- By age 2, most children have 1 to 2,000 words and combine two words to form simple sentences—"Go out." "All gone."

- Between 24 to 30 months, children speak in longer sentences.

- From 30 to 36 months children begin following the rules for expressing tense and number and use words such as "some," "would," and "who."

At the same time as they are gaining listening and speaking skills, young children are learning about reading and writing. At home and in child care, Head Start, or school, they listen to favorite stories and retell them on their own, play with alphabet blocks, point out the logo on a sign for a favorite restaurant, draw pictures, scribble and write letters and words, and watch as adults read and write for pleasure and to get jobs done.

Children learn about reading and writing as they play and learn at home and in child care, Head Start, or school.

Young children make numerous language discoveries as they play, explore, and interact with others. Language skills are primary avenues for cognitive development because they allow children to talk about their experiences and discoveries. Children learn the words used to describe concepts such as up and down, and words that let them talk about past and future events.

Many play experiences support children's emerging literacy skills. Sorting, matching, classifying, and sequencing materials such as beads, a box of buttons, or a set of colored cubes, contribute to children's emerging literacy skills. Rolling playdough and doing fingerplays help children strengthen and improve the coordination of the small muscles in their hands and fingers. They use these muscles to control writing tools such as crayons, markers, and brushes. As their language skills grow, young children tell stories, identify printed words such as their names, write their names on paintings and creations, and incorporate writing in their make-believe play. After listening to a story they talk about the people, feelings, places, things, and events in the book and compare them to their own experiences.

Children learn about writing by seeing how print is used, watching adults write, and doing their own writing.

Reading and writing skills develop together. Children learn about writing by seeing how the print in their homes, classrooms, and communities provides information. They watch and learn as adults write—to make a list, correspond with a friend, or do a crossword puzzle. They also learn from doing their own writing.

Children pass through stages as they develop the physical and thinking skills used in writing. **Early scribbling,** the first stage, takes place when a child first encounters crayons and paper, grasps the crayon in her fist, and makes random marks on paper. She is likely to be more interested in the physical experience of scribbling than in the products of her efforts. At the next stage, **controlled scribbling,** the same child discovers that she can control the marks she makes with a crayon. Increases in her small muscle skills and eye-hand coordination and her ability to think before acting allow her to explore different techniques and colors.

Children pass through several stages as they move from scribbling to writing letters and words.

Children pass through several more writing stages during the preschool years. A child in the **basic forms** stage can look at his scribbles and see rectangles, squares, and circles. His physical skills are developed enough so that he can repeat the actions that led to forming these shapes. At this stage, a child might also engage in ***scribble writing***—horizontal, linear scribbles that go across a page as if they were actual words. Scribble writing does not look like actual words, but it does look like the writing system the child has seen adults use. In this stage, the child might also come to understand that drawing and writing are different. He may draw a picture then use scribble writing on a different part of the page. The **pictorial stage** begins when a child can combine marks and basic forms to make pictures and letters that look like real things. In this stage, children understand that pictures and words are symbols.

The following chart, Emerging Literacy Explorations, offers examples of activities preschool and kindergarten children engage in and describes how they are related to reading and writing.

Emerging Literacy Explorations

What Children Might Do	***How It Relates to Reading and Writing***
Make a pattern with objects such as buttons, beads, small colored cubes.	By putting things in a certain order, children gain an understanding of sequence. This will help them discover that the letters in words must go in a certain order.
Listen to a story, then talk with their families, teachers, or tutors and each other about the plot, characters, what might happen next, and what they liked about the book.	Children enjoy read-aloud sessions. They learn that books can introduce people, places, and ideas and describe familiar experiences. Listening and talking helps children build their vocabularies. They have fun while learning basic literacy concepts such as: print is spoken words written down, print carries meaning, and we read from left to right, from the top to the bottom of a page, and from the front to the back of a book.
Play a matching game such as concentration or picture bingo.	Seeing that some things are exactly the same, leads children to the understanding that the letters in words must be written in the same order every time to carry meaning.
Move to music while following directions such as, put your hands up, down, in front, in back, to the left, to the right. Now wiggle all over.	Children gain an understanding of concepts such as up/down, front/back, left/right and add these words to their vocabularies. Understanding these concepts leads to knowledge of how words are read and written on a page.
Recite rhyming poems introduced by a parent, teacher or tutor and make up new rhymes on their own.	Children become aware of phonemes—the smallest units of sounds that make up words. This awareness leads to reading and writing success.
Make signs for the "grocery store."	Children practice using print to provide information—in this case the price of different foods.
Retell a favorite story to another child or a stuffed animal.	Children gain confidence in their ability to learn to read. They practice telling the story in the order it was read to them—from the beginning to the middle to the end.
Use invented spelling to write a grocery list at the same time as a parent is writing his or her own list.	Children use writing to share information with others. By watching an adult write, they are introduced to the conventions of writing. Using invented spelling encourages phonemic awareness.
Sign their names (with a scribble, a drawing, some of the letters, or "correctly") on an attendance chart, painting or letter.	Children are learning that their names represent them and other words represent objects, emotions, actions, and so on. They see that writing serves a purpose—to let their teacher know they have arrived, to show others their art work, or to tell someone who sent a letter.

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KEY FEATURES OF A CHILD CARE OR HEAD START LITERACY ENVIRONMENT

Reading Center

LOCATION

- Near the writing center and listening center
- In an area defined by low shelves and walls
- Away from distractions
- In a spot with good lighting
- In a space large enough to hold four children at a time

FURNISHINGS

- Comfortable seating such as rocking chairs and large pillows
- Carpet or area rug

DECORATIONS

- Posters and displays related to books
- Pictures and signs made by the children
- Photographs of children and adults reading books
- Interesting things to look at and talk about (e.g., a nautilus shell)

DRAMATIC PLAY PROPS

- Puppets
- Stuffed animals
- Felt board and pieces
- Items related to familiar books

BOOKS AND RELATED ITEMS

- Books displayed at eye-level on racks or low, open shelves with covers facing out
- A variety of books (2 per child in the class)
  - different genre (storybooks, concept books, poetry, and so on)
  - books that a teacher or tutor read aloud to the children
  - books that have not been read aloud
- Children's magazines

Writing Center

- Child-sized table and chairs
- Writing tools (crayons, pencils, washable markers) children can use to explore writing
- Paper of different sizes, colors, and shapes

Listening Center

- Tape player with earphones
- Books on tape (purchased or made by staff and families) in resealable plastic bags
- Blank tapes (for children to make their own recordings)

Adapted from Derry Koralek for Aspen Systems Corporation, *Emerging Literacy: Linking Social Competence and Learning* (Washington, DC: Department of Health and Human Services, Head Start Bureau, in press).

Becoming Readers and Writers

By the time most children leave the preschool years and enter kindergarten, they have learned a lot about language. For five years they have watched, listened to, and interacted with adults and other children. They have played, explored, and made discoveries at home and in child development settings such as Head Start and child care.

Beginning or during ***kindergarten,*** most children have naturally developed language skills and knowledge. Children[3]

- **Know print carries meaning** by:
  - turning pages in a storybook to find out what happens next
  - "writing" (scribbling or using invented spelling) to communicate a message
  - using the language and voice of stories when narrating their stories
  - dictating stories.
- **Know what written language looks like** by:
  - recognizing that words are combinations of letters
  - identifying specific letters in unfamiliar words
  - writing with "mock" letters or writing that includes features of real letters.
- **Can identify and name letters of the alphabet** by:
  - saying the alphabet
  - pointing out letters of the alphabet in their own names and in written texts.
- **Know that letters are associated with sounds** by:
  - finger pointing while reading or being read to
  - spelling words phonetically, relating letters to the sounds they hear in the word.
- **Know the sounds that letters make** by:
  - naming all the objects in a room that begin with the same letter
  - pointing to words in a text that begin with the same letter
  - picking out words that rhyme
  - trying to sound out new or unfamiliar words while reading out loud
  - representing words in writing by their first sound (e.g., writing "d" to represent the word "dog").

- **Know using words can serve various purposes** by:
  - pointing to signs for specific places, such as a play area, a restaurant, or a store
  - writing for different purposes, such as writing a (pretend) grocery list, writing a thank-you letter, or writing a menu for play.
- **Know how books work** by:
  - holding the book right side up
  - turning pages one at a time
  - reading from left to right and top to bottom
  - beginning reading at the front and moving sequentially to the back.

Because children have been learning language since birth, most are ready to move to the next step—***mastering conventional reading and writing.*** To become effective readers and writers children need to:

- recognize the written symbols—letters and words—used in reading and writing;
- write letters and form words by following conventional rules;
- use routine skills and thinking and reasoning abilities to create meaning while reading and writing.

Effective readers and writers can recognize letters and words, follow rules for writing, and use routine skills and thinking to create meaning.

The **written symbols** we use to read and write are the 26 upper and lower case letters of the alphabet.

The **conventional rules** governing how to write letters and form words include writing letters so they face in the correct direction, using upper and lower case versions, spelling words correctly, and putting spaces between words.

Routine skills refer to the things readers do automatically, without stopping to think about what to do. We pause when we see a comma or period, recognize high-frequency sight words, and use what we already know to understand what we read.

One of the critical routine skills is ***phonemic awareness***—the ability to associate specific sounds with specific letters and letter combinations. Research has shown that phonemic awareness is the best predictor of early reading skills.[4] Phonemes, the smallest units of sounds, form syllables and words are made up of syllables. Children who understand that spoken language is made up of discrete sounds—phonemes and syllables—find it easier to learn to read.

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Many children develop phonemic awareness naturally, over time. Simple activities such as frequent readings of familiar and favorite stories, poems, and rhymes can help children develop phonemic awareness. Other children may need to take part in activities designed to build this basic skill.

Children need help to develop phonemic awareness, the best predictor of early reading skills.

Thinking and reasoning abilities help children figure out how to read and write unfamiliar words. A child might use the meaning of a previous word or phrase, look at a familiar prefix or suffix, or recall how to pronounce a letter combination that appeared in another word.

By the time most children have completed the ***first and second grades,*** they have naturally developed the following language skills and knowledge. Children:[5]

- **Improve their comprehension** while reading a variety of simple texts by:
  - thinking about what they already know
  - creating and changing mental pictures
  - making, confirming, and revising predictions
  - rereading when confused.
- **Apply word-analysis skills** while reading by:
  - using phonics and simple context clues to figure out unknown words
  - using word parts (e.g., root words, prefixes, suffixes, similar words) to figure out unfamiliar words.
- **Understand elements of literature** (e.g., author, main character, setting) by:
  - coming to a conclusion about events, characters, and settings in stories
  - comparing settings, characters, and events in different stories
  - explaining reasons for characters acting the way they do in stories.
- **Understand the characteristics of various simple genres** (e.g., fables, realistic fiction, folk tales, poetry, and humorous stories) by:
  - explaining the differences among simple genres
  - writing stories that contain the characteristics of a selected genre.
- **Use correct and appropriate conventions of language** when responding to written text by:
  - spelling common high-frequency words correctly
  - using capital letters, commas, and end punctuation correctly
  - writing legibly in print and/or cursive
  - using appropriate and varied word choice
  - using complete sentences.

The following chart, Becoming Readers and Writers, offers examples of activities children engage in and describes how they are related to reading and writing.

Becoming Readers and Writers

WHAT CHILDREN MIGHT DO	*HOW IT RELATES TO READING AND WRITING*
Discuss the rules for an upcoming field trip, watch their teacher write them on a large sheet of paper, and join in when she reads the rules aloud.	Children experience first-hand how different forms of language—listening, speaking, reading, and writing—are connected. They see language used for a purpose, in this case to prepare for their field trip. They see their words written down and hear them read aloud.
Look in a book to find the answer to a question.	Children know that print provides information. They use books as a resource to learn about the world.
Read and reread a book independently for several days after the teacher reads it aloud to the class.	Children read and reread the book because it's fun and rewarding. They can recall some of the words the teacher reads aloud and figure out others because they remember the sequence and meaning of the story.
Read some words easily without stopping to decode them.	Children gradually build a sight vocabulary that includes a majority of the words used most often in the English language. They can read these words automatically.
Read words they have never seen before.	Children use what they already know—letter combinations, root words, prefixes, suffixes, and clues in the pictures or story to figure out new words.
Use new words while talking and writing.	Children build their vocabularies by reading and talking, sharing ideas, discussing a question, listening to others talk, and exploring their interests. Using new words helps them fully understand the meaning of the words.
Recognize their own spelling mistakes and ask for help to make corrections.	Children understand that spelling is not just matching sounds with letters. They are learning the basic rules that govern spelling and the exceptions to the rules.
Ask questions about what they read.	Children understand that there is more to reading than pronouncing words correctly. They may ask questions to clarify what they have read or to learn more about the topic.
Choose to read during free time at home, at school, and in out-of-school programs.	Children learn to enjoy reading independently, particularly when they can read books of their own choosing. The more children read, the better readers they become.

KEY POINTS IN THIS CHAPTER

- Children develop in four, interrelated areas—cognitive and language, physical, social, and emotional.
- Most children follow the same sequence and pattern for development, but do so at their own pace.
- Language skills are closely tied to and affected by cognitive, social, and emotional development.
- Children first learn to listen and speak, then use these and other skills to learn to read and write.
- Children's experiences and interactions in the early years are critical to their brain development and overall learning.
- Emerging literacy is the gradual, ongoing process of learning to understand and use language.
- Children make numerous language discoveries as they play, explore, and interact with others.
- Children build on their language discoveries to become conventional readers and writers.
- Effective readers and writers recognize letters and words, follow writing rules, and create meaning from text.
- Successful programs to promote children's reading and literacy development should be based on an understanding of child development, recent research on brain development, and the natural ongoing process through which most young children acquire language skills and become readers and writers.

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In this chapter:

- Setting the Stage for Success
- Tutoring Strategies for Preschool and Kindergarten
- Tutoring Strategies for the Primary Grades

How Tutors Can Support Young Readers

The previous chapter provided background knowledge on how most children learn to read and write. The information on child development, brain research, emerging literacy, and how children become readers and writers, provides the foundation for designing effective programs to help children read well and independently. These insights are critical to becoming an effective tutor. This chapter is addressed to the tutors (sometimes called reading coaches, reading helpers, or facilitators); it can also be helpful to reading specialists or teachers who are partnering with the tutors, and to program developers and trainers.

The knowledge base provided in Chapter 2, How *Most* Children Learn to Read, will help you understand and use the curriculum adopted by your tutoring program. It will also help you identify the skills and interests of the child to whom you are assigned. You can then individualize your support to best encourage the reading and writing skills of this child.

This chapter covers the following topics:

- setting the stage for success—preparing for the first session, using effective tutoring strategies, and motivating children to read;
- tutoring strategies for preschool and kindergarten children—reading, talking, and writing with children; and
- tutoring strategies for the primary grades—reading together, building decoding skills, taking meaning from the text, and supporting the writing process.

> *Even the best resource is secondary to the relationship that is established between the AmeriCorps member and the student. To optimize the effectiveness of any session, surround your student with trust, love, and genuine praise for individual achievements—for work well done as measured by the child's strengths.*
>
> *Mike Houston, Director, SLICE Corps, AmeriCorps Project*
> *Simpson County Schools, Kentucky, February 1997*

Setting the Stage for Success

To set the stage for success, tutors need to know exactly what they are helping a child accomplish. What does it mean to read and write? What are readers and writers able to do?

Reading includes more than word knowledge or pronouncing words correctly. Readers must take meaning from the text to be considered engaged readers. *Engaged readers* are:[6]

- **motivated**—they read for pleasure, for information, and to learn skills;
- **knowledgeable**—they use past experiences to make sense of what they read, learn from reading, and apply what they learn in a variety of ways;
- **strategic**—they use thinking skills to decode and construct meaning; and
- **communicative**—they discuss what they have read to share ideas and to expand their understanding.

Writing involves more than forming the letters of the alphabet and using correct grammar, spelling, and punctuation. Engaged writers express creativity, tell stories, and share ideas. Like listening and talking, writing helps children improve their reading skills. Children learn about writing at the same time as and in conjunction with reading.

A tutor's primary goal is to help a child become an engaged reader.

The primary goal of your one-on-one tutoring sessions is to help a child gain the skills needed to become an engaged reader and writer. What you do during each session will vary depending on the child's age, abilities, and other individual characteristics. However, everything you do with the child should be leading him or her to attain this goal.

Prepare for the First Tutoring Session

Most tutoring programs help tutors prepare for their first sessions by providing an orientation to the program's philosophy, curriculum, and procedures. You can review the information in the previous chapter, read about literacy and tutoring, and visit the child's child care or Head Start program or school. The first session is an opportunity to begin surrounding the child "with trust, love, and genuine praise for individual achievements." Here are seven steps to help you prepare for your first tutoring session:

Step 1. Learn about the child. Make sure you know the child's first and last names and how to pronounce them correctly. Learn about and show respect for the child's culture, home language, and community.

Step 2. Contact the child's teacher and family. This will help you learn about the child's learning style, skills, interests, and any special needs that might affect the child's literacy development. It also introduces you to the other people who are supporting the child's emerging literacy or reading and writing skills. You can discuss ways to keep each other informed about the child's activities and progress.

Step 3. Make a "tutors tool box." Put your tutoring supplies in a bag or backpack, designated just for this purpose. Include a notebook or journal for yourself, lined and unlined paper, index cards, markers, pencils with working erasers, books, a three-hole punch and laces for binding books, and other reading and writing materials appropriate for the child's age level.

Step 4. Start a collection of "conversation starters." Clip cartoons, jokes, popular song lyrics, short poems, photographs, and magazine articles to use as conversation-starters and to encourage writing skills. Collect "found" objects that a child of this age is likely to find interesting—giant and tiny pinecones, shiny rocks, a toy from your childhood. Add new items as you get to know the child.

Step 5. Visit the children's section of your local library. Ask the librarian to point out several high-quality children's books. Learn what books are appropriate for different age groups and levels of reading ability. Review examples of the different kinds of books children enjoy such as wordless picture books, picture books, beginning readers, chapter books, concept books, books of jokes and riddles, simple biographies, and books about a special topic.

TIPS FOR CHOOSING CHILDREN'S BOOKS

- Keep the child's individual interests, skills, and characteristics in mind. Children tend to like characters, situations, and topics they can relate to.
- Look for books that introduce new ideas. Most children enjoy learning something new.
- Vary your selections. Choose stories about real life and stories featuring imaginary characters and situations. Introduce different genres—non-fiction, poetry, and folk tales.
- Make sure the illustrations and text depict cultures, abilities, genders, and families in positive ways.
- Read a few pages. Both children and tutors enjoy books with rich, interesting language.
- Focus on the illustrations. Are they attractive? colorful? detailed? interesting?
- Look for nominees and winners of book awards such as Caldecott, Newbery, and Coretta Scott King.
- Ask children's librarians to suggest titles and to direct you to lists of recommended books.
- Talk with children about books they have liked in the past. Use this information to guide future selections.
- Ask families what books their child likes to read at home.

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Step 6. Plan what you will do at the start of your first tutoring session. Here are some suggestions:[7]

- Share what makes you a unique individual. Introduce yourself and talk about your experiences and interests. Bring something real that represents who you are and can stimulate a conversation with the child. For example, you could bring some photographs, a vacation souvenir, some shells from a collection, a well-loved children's book, or equipment such as a bike helmet or basketball used for your favorite sport.

- Write your name and phone number on two index cards. Give these to the child at your first session and explain that one is for him and one is for his family.

- Read a story suitable to the child's age level.

- Play a question game. You and the child can ask each other three questions that are easy to answer and not too personal. For example, you might ask, "Tell me about your favorite holiday?" "What do you like best about school?" Tailor the questions to the child's age and what you already know about her interests.

- Make a *Talking About Books Journal*. You and the child can make a cover for the journal. The child can write messages to you about books and reading, ask questions, share ideas, and tell you what he likes and dislikes about tutoring. A younger child can dictate her message while you write it. When she is finished, read it to her. Using a journal helps children build confidence in their ability to express their ideas and feelings in writing. This is a key first step in learning to write. When you write back, respond to the content of the child's message without correcting mistakes in grammar, spelling, or word usage. Model how to follow the rules of writing in your entries.

- Follow the steps on the next page to make an *All About Us* book with the child. You will need paper, markers or crayons, a piece of cardboard or oaktag paper (for the cover) and a stapler.

Step 7. Be prepared. Develop and review your plans. Gather your materials. Look at a map to make sure you know where you are going and how long it will take to get there. Relax. Remember how pleased the child will be to have your help in learning to read.

STEPS TO MAKE AN ALL ABOUT US BOOK

1. Make a list of questions to ask each other. For example:
    - What is your favorite food?
    - What do you like to do for fun?
    - Who are the people in your family?
2. Write the first question on a piece of paper. Have the child write the same question on his or her paper. For a younger child, write the question, then read it aloud.
3. Make a pair of pages by writing or drawing a picture to answer the question. Continue making pairs of pages for each of the questions on your list.
4. Ask the child to make a cover with a title, a picture, and the names of the authors.
5. Collate the finished pairs of pages so they face each other. Put the cover on top and staple the book together.
6. Read the book together. Have the child take the book home to share with his family.

Using Effective Tutoring Strategies

Many of the strategies tutors use are based on the program's reading curriculum or the age of the child with whom they work. Others are appropriate for children throughout preschool and the primary grades and are likely to support any effective curriculum. Suggested strategies follow.

PLAN FOR EACH CHILD

Follow an agenda for each session. Most tutoring programs follow a specific agenda for each session. (See Chapter 6, Developing a Tutoring Program, for descriptions of tutoring agendas.) For younger children the agenda might include time for play, reading aloud, and drawing or writing with the tutor. A typical agenda for children in the primary grades includes time to review the previous session, read, write, complete a summary activity wrap up, and assign a follow-up assignment. As part of the "wrap up" for each session, you may want to have the child discuss with you what happened during the day, what he liked or didn't like. In some programs, the child might receive a sticker or some other form of recognition. Arrive early for each session so you can start as soon as the child is ready and keep the session fast-paced and on schedule.

Tailor the agenda to each child's unique characteristics. Think of what you can do to individualize the session for the child. What strategies will build on the child's learning style, skills, culture, home language, and interests? How can you address specific learning goals? If the child has special needs or disabilities that affect learning, seek expert advice on how best to build on the child's capabilities. Be sure to add any needed books or materials to your tool box.

Adjust the plan if needed. Understand that experiences in and out of school can affect a child's ability to focus. Pay attention to the child's body language. As needed, address the child's feelings so you can get back on track. "You seem to be a little tired today. Let's read together today. You can read on your own next time."

Focus on learning. Remember that your primary responsibility is to support the child's reading and literacy development. Playing the role of mentor for the child should be secondary to, and generally in support of, the role of reading tutor. If you have concerns about the child's physical or social well-being, discuss them with your supervisor so he or she can address the family's needs directly or through referral to another agency.

Tutors need to work as a team with the child's family and teacher.

Form a partnership with the child's family. Set up a communication system—notes, a journal, an audiotape—to keep each other informed about the child's activities and progress. Involve the child and family in creating and using a portfolio to track progress and plan ways to encourage reading and writing at home and during tutoring sessions. A portfolio is a collection of items that show what and how a child has learned. The child will enjoy making a portfolio folder out of construction paper, laced with yarn or other materials. The child can decorate the folder during free time or while you and the child are talking. (See Chapter 4, Involving Families in Tutoring Programs, for more information on building partnerships with families.)

Keep in touch with the child's teacher. Share information about the child's interests, skills, and progress. Use tutoring strategies that complement and build on how and what the child is learning at a child care or Head Start program or in school. Sometimes it will be necessary to work out specific procedures and a time so that this actually takes place.

INCORPORATE CONDITIONS OF LEARNING[8]

Brian Cambourne, a New Zealand educator, has identified "conditions of learning," that encourage children in preschool through the primary grades to become engaged readers and writers. You can incorporate these conditions in your one-on-one tutoring sessions by using the following tutoring strategies:

Expose the child to many kinds of reading and writing materials. Introduce different kinds of books, signs, charts, songs, poems, and writing materials during your tutoring sessions.

Show the child how you use language for different reasons. Let the child see you write notes and lists, make charts, read a book, sing songs, and share interesting stories from your own life.

Get the child actively involved. When you read aloud, invite the child to recite repeated words and phrases, turn the pages, and discuss the story and characters.

Expect that most children can learn to read and write. Learn what the child can do and build on these strengths. Encourage a child to explore, make discoveries, learn from mistakes, and believe in his or her own abilities.

Make the child a partner in the tutoring process. Help the child set goals for learning and keep track of progress. Ask, "What would you like to read and write?" "What do you like to do?" "What would you like to know about?" Address the child's goals and interests in your tutoring sessions. Ask the child to help plan the follow-up assignment and the next session.

Offer support throughout the learning process. Respond to a child's efforts and encourage risk-taking. "That's right. The word begins with 'P'. Now, do you see any clues in the pictures?"

Help the child use language skills in functional and realistic ways. Create opportunities for the child to use language for different reasons—to tell a story, express an opinion, explain ideas, make predictions, and solve problems.

Give children feedback about their learning. Encourage a child to express how and what he or she has learned. Keep track of progress by including items that show what and how a child has learned in a portfolio.

USE SCAFFOLDING TECHNIQUES

When a new building goes up it is surrounded by scaffolding, a framework that provides temporary support while the building is under construction. The scaffolding is gradually removed as different parts of the structure are completed and the building is able to stand on its own.

Scaffolding provides just enough support to help a child move forward.

Like the scaffolding used in construction, scaffolding techniques used by parents, teachers, and tutors support a child as he or she is learning a new skill. The adult provides just enough support to help the child move forward. As the child makes incremental progress towards this goal, the adult gradually lets go so the child can function independently. The adult then helps the child use the skill to build new ones. Here is an example of how a tutor might use scaffolding techniques with a child trying to read a new word:

SCAFFOLDING IN ACTION

While reading One Fish, Two Fish by Dr. Seuss*

Child One fish, two fish. Red fish, yellow fish. (Stops reading. Looks at tutor.) Yellow doesn't sound right.

Tutor That was a good guess, but you're right, it's not yellow.

Child What is it?

Tutor Well, let's take a look. Do you see any clues in the picture?

Child There's fish in the pictures.

Tutor What can you tell me about the fish?

Child There's a red one and a blue one. I know, I know. One fish, two fish. Red fish, blue fish.

Tutor Good thinking. How else could you figure out that word says blue?

Child It starts with a 'b.'

Tutor More good thinking. Can you read some more?

* Random House, 1960.

In the above example the tutor used several scaffolding techniques:

- The tutor and child worked on a problem together—figuring out the new word, "blue."
- The tutor helped the child understand the connections between what he already knew and what he was learning—the child knows his colors and can recognize the letter 'b.'
- The tutor was warm and responsive. She offered praise and acknowledged the child's incremental success in figuring out the new word.
- The tutor asked questions and offered clues to lead the child to make his own discoveries.

Here are some examples of *scaffolding strategies* you can use in tutoring sessions:

Encourage the child to think and problem solve. Ask questions that encourage the child to make predictions and solve problems. "What do you think might happen next?" Allow enough time for an answer—silence might mean a child is thinking. When the child does respond ask, "How did you come up with that answer?" Restate a child's question to encourage him or her to answer it. Ask a child what he or she knows before offering an explanation. Avoid questions that can be answered with one word, such as "yes" or "no."

Help each child experience success. Include opportunities for incremental achievements in each tutoring session. Reinforce mastered skills and concepts and move to the next step so the child can continue making progress. Make comments, ask questions, and provide clues that help a child figure out how to read or write a new letter or word or remember what happened in a story you have read aloud.

Offer genuine praise for efforts and accomplishments. Notice small breakthroughs and gains as well as large ones. "I see you wrote a 'P' on your picture. That's the first letter in your name, 'Peter.'" "You're on the right track. The first part of the word is 'black.'" Encourage a child to take risks and learn from mistakes. Be specific in your feedback. Avoid hollow praise that is not related to the child's efforts and achievements—children value candor and are quick to see through hypocrisy.

Build trust and respect. Always keep your commitments and let the child know in advance if you have to miss a session. When you make a mistake, say so. If you can't answer a question, help the child find an answer or offer to find the answer before the next session. Maintain confidentiality unless you suspect a child is living in an unsafe environment. If you suspect a child is at risk, follow your program's procedures for reporting your observations.

Motivating Children to Read[9]

> *...the central and most important goal of reading instruction is to foster the love of reading.*
>
> *Linda B. Gambrell,* The Reading Teacher, *September 1996*

Children who are read to often learn to value books and reading. Children who enjoy reading are likely to read more often. Children who read more often continue to improve their reading skills and overall school performance. Tutors can play a significant role in helping children discover the pleasures of reading.

Recent studies have identified characteristics of teachers and classroom environments that foster reading motivation. You can use these teaching behaviors and attitudes in your tutoring sessions with children. Some examples follow.

Serve as a reading model. Talk about what you are reading—describe a character, read aloud a passage that uses beautiful words, recite a poem, introduce a new word, or read a newspaper or magazine account of a sports event. Share what you are interested in and what might be of interest to the child. This simple practice teaches a child how reading helps us learn new words, find out about the world, use our imaginations, and have fun.

Make sure the child has access to a variety of books. Children need plenty of books to choose from so they can find books of interest to read alone and with their families. You can work with families, teachers, and school and community libraries to achieve this goal.

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Encourage the child to choose which books to read. Children are most interested in reading when they can select the books they want to read. During a tutoring session with a child in a primary grade—grades one through three—you can ask the child to read a book you selected, but also include an opportunity to read a book of his or her choice. Even younger children enjoy picking out books and learn from the experience.

Talk with the child about books. Talking leads to thinking and encourages a child to read more. Discuss the characters, how the story relates to real life, other books by the same author, books with similar themes, and what might happen next. Ask, "What did you like and not like about this book?" "What did you think of the pictures?"

Allow a child to read the same book again and again. Children develop a sense of competence by reading and rereading books with which they are familiar. When children have confidence in their reading skills they are more likely to choose new books to read on their own.

Arrange for children to tutor in pairs. Research shows that when children tutor one another, both of the children's interest in reading improves. Encourage peer tutoring among children of the same age and reading level or have older or more skilled readers help younger ones.

Offer appropriate reading-related incentives. Children learn to value books and reading when a book is the reward for reading. Your tutoring program can work with community partners to sponsor book giveaways through organizations such as Reading is Fundamental, Children's Literacy Initiative, First Book, and Rolling Readers. These organizations make it possible for children to choose books to keep as their own. They can take the books home, read them alone and with their families, and reread them as often as they like. (Appendix B, Resources for Tutoring Programs, includes contact information for these groups.)

> *Motivation is a key factor in ensuring that students become—or stay—interested in what they are learning. Researchers have described motivation as the 'skill and will' to learn.*
>
> *Council for Educational Development and Research*
> What We Know About Reading Teaching and Learning, *July 1992*

Tutoring Strategies for Preschool and Kindergarten

> *...the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.*
>
> Becoming a Nation of Readers, *1985*

Almost everything young children do in the preschool and kindergarten years supports their emerging language and literacy skills. For example, in a cooking activity children can build the small muscle skills used in writing; learn how the text in the recipe provides information; and talk about how the ingredients look, feel, and taste. When children have access to reading and writing materials at home and at their child care or Head Start program, they will incorporate literacy in their play. For example, children might write prescriptions for their patients, read to their stuffed animals, and make signs to protect block structures.

When children have access to reading and writing materials they will incorporate literacy in their play.

Many young children explore literacy play on their own, with little need for encouragement from adults. Other children need the one-on-one attention of a tutor to help them make literacy discoveries such as print is talk written down, reading books is fun and interesting, and printed words carry messages to the reader.

This section presents tutoring strategies for working with children in preschool and kindergarten. Some of the strategies presented in the next section, Tutoring Strategies for the Primary Grades, may also be appropriate for a child in preschool or kindergarten, just as some of the older children may be in an earlier phase of literacy development.

Reading Aloud

One of the best ways to encourage emerging literacy is to read aloud with a child as often as possible. If you work with a child in a preschool or kindergarten, spend at least part of each session reading aloud. Read-aloud sessions involve much more than saying words and turning pages. When you express your own excitement about the pictures, story, setting, and characters, the child will be excited too. With your guidance, the child can learn to take meaning from the words and expand his or her understanding and enjoyment of the story. Looking for the details in the pictures, talking about what might happen next, and discussing how the story relates to the child's real-life experiences are important parts of read-aloud sessions. The following six-point checklist summarizes the key strategies used to read aloud to young children.

CHECKLIST FOR READING ALOUD

1 **Choose a Book**

Look for a book that:

- you will enjoy reading.
- supports and builds on the child's interests and experiences.
- has beautiful pictures.
- is slightly above the child's current vocabulary level.
- introduces a new style such as poetry or a folk tale.

Invite the child to choose books she would like to read.

Repeat familiar, well-loved books often.

2 **Get to Know the Book**

Examine the illustrations so you can point out the information and clues in the pictures.

Read the story to yourself.

Plan ways to vary your voice (tone, volume, pauses) to fit the plot and characters.

Collect dress-up clothes, puppets, or other props related to the story.

3 **Set the Stage for Success**

Help the child get ready to listen.

Make sure the child is comfortable and can see the book.

Make sure you are comfortable.

4 **Before Starting the Story**

Introduce the author and/or illustrator.

Talk about other books you've read by the same author and/or illustrator.

Show the cover and point out details in the illustration.

Read the title aloud.

Talk about what type of book it is—true, make-believe, folk tale, realistic.

Describe where and when the story takes place.

Introduce the setting and the main characters.

Suggest things to look and listen for in the story.

Show a few pages and ask: What do you think will happen in this book?

continued on next page

5 While Reading the Story

Vary your voice to fit the characters and the plot.

Stop frequently to:

- add information that will help the child understand what's happening.
- rephrase something that might be confusing.
- explain the meaning of a new word.
- invite the child to predict what might happen next.
- ask the child about the story and characters.
- show the pictures and describe what's happening.
- share your own reactions to the story and characters.
- use the props to enhance the child's enjoyment of the story.

Encourage participation by inviting the child to:

- join in with rhymes and repeated words and phrases.
- make different sounds "Peter, would you like to be the cow?"
- add the last word to a familiar part of the text.

Move your finger under words as you read.

6 After Reading the Story

Ask questions to help the child:

- recall what happened in the story.
- relate the story to personal experiences (e.g., "Did you ever…?).
- put themselves in the story— (e.g., "What would you have done…?).
- express ideas, opinions, and creativity.

Do a book-related activity so the child can:

- act out the story (with or without props).
- make up a sequel to the story which you write on a large piece of paper.
- draw pictures that show the events in the story then use them to retell the story.
- learn about the author and/or illustrator—
  - talk about his or her life
  - look at his or her other books
  - draw a picture of the characters in these books.

Encourage the child to look at the book at home or in the classroom.

Read the book again and again if the child is interested.

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Talking with Children

Because all forms of language are connected, talking with children is an important way to encourage their emerging literacy. Talking helps children develop thinking skills, use their creativity, express ideas, increase their vocabulary, and understand the relationships between oral and written forms of language. As described above, talking is an important part of reading aloud with young children. When you talk with a child you send important messages—"I'm interested in you. Tell me about what you're doing. I want to hear your ideas." You can talk with children while reading, writing, playing, and doing routines together. Some examples follow:

- **Talk about the past, present, and future.** "Last week we played in the sand box together. This week we painted pictures. What would you like to do next week?"
- **Talk during everyday activities.** While preparing and eating a snack with a child, follow the child's lead. "I like cats too. I used to have a fat cat with white paws."
- **Ask sincere questions.** While taking a walk together, respond to the child's interest. "How do you think that dandelion grew up through the sidewalk?"
- **Start a conversation.** While looking out the window together, say, "The clouds look soft today." Wait for the child to respond.
- **Respond to a child's question.** "I don't know if hamsters like nuts like squirrels do. Let's see what it says in the hamster book."
- **Offer props that lead to talking.** Use puppets, dress-up clothes, and accessories to encourage make-believe play.

Talking with a child sends important messages—"I'm interested in you. Tell me about what you're doing. I want to hear your ideas."

Writing with Children

Writing is communicating with others by putting ideas in print. Children begin learning to write in the early years. Writing focuses children's attention on print, helps them learn that letters represent sounds, and contributes to their emergent reading skills. Handwriting comes later when children can form letters and words in conventional ways. If you are a tutor who works with a 3- to 5-year-old child, you can offer support that helps a child make discoveries about writing. Here are some examples:

Bring writing materials to each session. In your tutor's toolbox include:

- a magic slate
- paper (lined and unlined; different sizes, shapes, colors, weights, and textures)
- writing tools (crayons, markers, alphabet stamps and pad, pencils)
- a small slate, chalk, and an eraser.

Let the child see how you use writing. Tell the child that you need to make a list and ask, "Would you like to make a list, too?" While you write your list the child can use scribble writing or invented spelling to write hers. Take turns reading your lists aloud.

Help a child see the connection between spoken and written words. Have the child draw a picture then dictate a story to you. You can write the story—exactly as the child tells it—then read it back to him.

Encourage a child to put her ideas on paper. The child can use scribble writing or invented spelling to write a story, then read it to you. Encourage her to take the story home to read to her family.

Create opportunities to practice writing. Bring paintbrushes and a bucket of water outdoors. You and the child can write letters and words on a wall or sidewalk. Write letters in the air—whichever letters are of most interest to the child.

Show respect for a child's home language. Learn how to write a few words in this language. Ask the child's family to help you, if necessary. When children have strong skills in one language, they can use these skills to become proficient in a second language.[10]

Help the child see the connections between oral and written language. Ask a question about an interesting experience or special time she had with her family. Write the question in a special journal, then write the child's answer. Read aloud the question and the child's answer—to close the session and to start the next one.

Help a child build the small muscles and coordination used for writing. Together you can cut, paste, draw, paint, thread beads on a lace, roll playdough, connect small blocks, use a computer keyboard, play a drum, or spread peanut butter on a cracker.

Have the child write and illustrate a story. Make a simple book from paper folded in half and stapled on the fold. Make a fancier book with paper and a cardboard cover. Bind the book by lacing thick yarn through holes made with a hole punch. Encourage the child to take the book home to read to his family.

Make alphabet cards or an alphabet book. Save interesting pictures, catalogs, magazines, junk mail, and other items that contain print for the child to look at, cut up, and paste on index cards. Collect images that represent the child's culture, home, and family. Show the letters of the alphabet in various forms (**A**, **a**, and **ɑ**), together with an appropriate picture. Use the cards or books to refer to letters of the alphabet that come up while reading and writing with the child.

Tutoring Strategies for the Primary Grades

> *Children learn language best when they are intellectually engaged, when they feel comfortable taking risks that learning requires, when they can share their ideas with others, and when they can take control of and reflect upon their own learning.*
>
> *National Council of Teachers of English,*
> Standards for the English Language Arts, *1996*

In grades one through three—the primary grades—children continue learning about language and literacy through exploration. They try out their ideas and use what they know to make sense of new concepts. Within this age group, children's reading and writing skills vary greatly. A few children will enter first grade able to read with considerable fluency. Some children will learn to read and write with ease. Others need the one-on-one attention of a tutor to develop an understanding of basic concepts, build specific skills, gain confidence, and become motivated to read and write.

This section presents tutoring strategies for working with children in the primary grades. Many of the strategies presented in the previous section will also be appropriate for a child in the primary grades.

Reading Together

Many tutoring programs use a scaffolding strategy that calls for tutors and children to read together. (See the discussion on scaffolding earlier in this chapter.) This does not replace reading aloud and independent reading, instead it is an additional strategy for promoting reading skills. The following are strategies tutors can use when reading with a child.

Explicit Modeling. This type of modeling helps children learn to think about what they already know while they are reading. Explain to the child that you are going to think aloud while reading. As you read a short passage aloud, talk about your thinking process—what you do to get meaning from the words and understand the text. For example: "That's a new word. It begins with cl. I don't know how to pronounce the next part—ue. Harriet is a spy. It must be clue because spies look for clues."

Implicit Modeling. This type of modeling also helps children think while they read. In this case, you would demonstrate how to use thinking skills without describing what you are doing. When a child is stuck on a word you can suggest strategies he or she can use to figure it out. The child can use these strategies immediately and when reading in the future. You might say, "Try reading the sentence again. " "Try reading the next sentence." "Where did the boy go at the beginning of the story?" "Where do you think he might be going now?"

Choral Reading. This strategy helps children become more fluent and confident readers. Ask the child to sit beside you or slightly in front of you. Hold the book together and ask the child to read along with you. Begin reading in a voice that is slightly louder and faster than the child's. As the child becomes more comfortable with reading the text, lower your voice and slow down your reading speed. If the child slows down, increase your loudness and speed again.

Echo Reading. This is another way to help a child develop confidence and fluency. Read aloud a line of text. Ask the child to read the same line. With a young child, point to the line of text as you are reading and encourage the child to do the same. Continue taking turns reading and rereading the same lines. When the child begins to read with more expression and fluency, suggest that he read aloud on his own.

Paired Reading.[11] Paired reading is a technique that allows tutors to vary the amount of support they provide to a child while reading aloud together. Explain to the child that sometimes you will read aloud together—duet reading—and sometimes he or she will read alone—solo reading. Agree on two signals the child can use to switch back and forth from solo to duet reading. When the child gives you the duet signal, you will begin reading together. When the child feels ready for solo reading, she will give the solo signal and you will stop reading. You can nod your head or give some other simple sign of encouragement for her solo reading. Continue paired reading until the book or passage is completed.

Helping Children Develop Decoding Strategies

Engaged readers automatically use decoding, or cuing, strategies to figure out new words in text. Marie Clay, developer of the Reading Recovery program (see Examples of Reading and Tutoring Programs in Chapter 5), encourages teachers and tutors to help children learn at least four approaches to decoding. These approaches include:

- focusing on the meaning—semantics;
- relating sounds to letters—phonics;
- looking at how words and phrases are formed—syntax; and
- recognizing sight words—visual.

Some children develop decoding strategies over time with little direct instruction. Other children need one-on-one instruction to help them learn decoding strategies. Here are some tutoring strategies for decoding.

Focus on the Meaning. Young readers often figure out a new word by thinking about what would make sense in a sentence or story. You can help by suggesting that the child look at the pictures, then read a sentence again. If a child's guess at a word is incorrect, ask questions such as, "Does that make sense? What did the girl do at the last house she visited?"

Relate Sounds to Letters. Children apply what they already know about the relationships between letters and sounds to read a new word. For example, a child can read the word "train," because she knows the "tr" in this word makes the same sound as the "tr" at the beginning of "truck," a word she already knows. You can help by reminding a child what she already knows about letter-sound relationships and helping her use this knowledge to attack new words.

Look at How Words and Phrases are Formed. Compound words are formed by combining two words (e.g., playground). You can help a child read an unfamiliar compound word by demonstrating how to break it down into its parts. "That was a good guess—raincoat. You recognized the first part of the word, 'rain.' But look at the second part of the word again. I'll cover the first part. Now, what does the second part say? That's right, it's bow. So what is the word? Yay! You got it, it's rainbow. Now the story makes more sense. After the rain, she saw a rainbow, not a raincoat."

Recognize Sight Words. High-frequency sight words make up about 50 percent of the words we read and often cause children problems. When a child masters high frequency sight words he experiences success which can boost his self-confidence and interest in reading. Children may be able to decode other words if they automatically recognize the sight words surrounding them. You can help children make flash cards for sight words to use with you during tutoring sessions and with his family at home. You and the child can celebrate and track progress in mastering sight words by recording them in a journal, making a paper chain, or adding "sight word leaves" to a tree. Here are 60 high-frequency sight words.

HIGH-FREQUENCY SIGHT WORDS

I
my
it
saw
not
all
that
went
before
a
we
is
off
be
an
there
now
after
and
no
in
come
get
what
then
one
knew
am
said
of
she
are
why
these
ask
know
at
you
for
he
if
where
those
would
on
the
from
your
can
when
their
could
me
they
was
see
do
who
want
should

In his book, *How to Teach Reading for Teachers, Parents, and Tutors,* Edward Fry provides a list of the first 300 "Instant Words," together with numerous suggestions for games and other techniques for helping children master this basic vocabulary list.[12] These 300 words make up approximately two-thirds of all written material; and an average student learns about 100 of these common sight words each year in first, second and third grade.

Use Multiple Cues. When reading with a child you can model how to use several decoding systems at one time as problem solving strategies for determining how to read an unfamiliar word. This process encourages a child to think about what might make sense in the sentence. "What would fit here? The sentence begins, I put 'cr...,' then I see the word soup. But what might she put in the soup that begins with cr. Oh, I know. It must be crackers. The girl put crackers in her soup."

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Helping Children Understand What They Read

Reading involves making sense of the written word, or, in today's popular phrase, ***making meaning.*** Some children pronounce words correctly and read with apparent ease, but don't know the meaning of what they have read. As children increase their vocabularies, they begin to take more meaning from text. *The child's capacity to derive meaning is the basic criterion for judging reading ability*—not word recognition, knowledge of phonics, or any other single literacy skill. This has implications for the selection of reading materials and for assessment and tutoring strategies. Tutors should include chapter- and trade-books, and not rely solely on texts made up from grade-level word lists. They should encourage higher order thinking, and not emphasize simple recall of information—words or facts in isolation. Reading and writing tasks should be paired to stimulate and probe for understanding.

You can help by encouraging a child to talk about what she has read, by pointing out new words and explaining their meaning, and by using strategies such as the K-W-L approach to help children understand what they read.[13]

The K-W-L approach includes the following steps:

K **What I know.** Help the child list what he already knows about a topic that is discussed in a book he is going to read.

W **What I would like to know.** Help the child think of some questions he has about this topic and add them to the chart.

L **What I learned or still need to learn.** Explain that while he reads the book–alone or with you—he can think about what he is learning. After the reading, discuss the book and add what was learned to the chart along with any information he still needs to learn.

Here is an example of a K-W-L chart.

Book: *Everybody Eats Rice* **Topic:** Rice

K—What I know	W—What I want to know	L—What I learned or still need to learn
Rice is white.	Who eats rice?	
It puffs up when cooked.	Where does it come from?	Learned: People cook rice in lots of different ways.
It comes in a bag or a box.		Need to learn: Where does rice come from? How does it grow?

Helping Children Become Engaged Writers

Many reading and tutoring programs include writing as a part of each session because these two language skills are closely connected. As children become more skilled readers, they also improve their writing skills. The opposite is also true—writing contributes to growth in phonics, spelling, word recognition, memory, and reading comprehension.[14] The Department of Education's READ*WRITE*NOW tutoring approach (see Examples of Reading and Tutoring Programs in Chapter 5) ends each session with a brief writing assignment built around what was read or a writing task the child needs to complete for school. Using a Talking About Books Journal, as described earlier in this chapter, is another way to support children's writing skills.

Many children enjoy writing their own books. They might make up a completely new story or follow the same pattern as used in a favorite book. For example, a child might make up a story about going on a tiger hunt instead of a bear hunt or put herself in the story instead of the main character.

Tutors can adapt the writing workshop approach used by many teachers in the primary grades. This approach is ideal for an ongoing tutoring program because it allows a child to experience writing as a process that evolves over time. You can serve as the audience for the child's writing. The writing workshop includes the following steps:[15]

Choosing a topic. The child decides what she wants to write about. You can help the child come up with a topic by thinking about his own experiences or books he has read.

Drafting. The child is likely to write several drafts of the same piece. Writing evolves over time so first drafts differ greatly from final ones. During the drafting step, young children may talk and draw as much as they write. Many times their first drafts are quite short.

First drafts are likely to have grammatical, spelling, and punctuation mistakes. At this point in the writing process, you do not need to correct these mistakes. The child will correct these mistakes as she revises, rewrites, and edits subsequent drafts. You can support the child by responding to the content of her drafts and asking questions to help her focus on how to express her ideas clearly. Keep your expectations realistic and tailored to the child's ability. Remember the importance of keeping the task at a level where the child can experience success and sustain motivation.

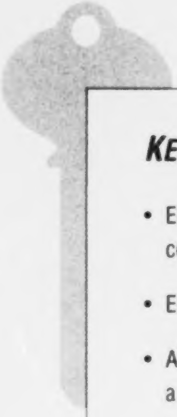
Revising. The child might decide she is no longer interested in the topic she chose or she might decide to expand it. Younger children are likely to make their stories longer. More experienced writers might add to descriptions, move sections, or rewrite sentences or paragraphs. You can continue to offer support by answering questions, making suggestions, and responding to the child's ideas.

Conferencing. In classroom writing workshops, children discuss their drafts and get encouragement and feedback from teachers and peers. You can assume this role by listening, asking questions, and making comments that guide the child to improve writing drafts.

Sharing. In classrooms, daily writing workshops end with a time for sharing. One or two children read their draft or a finished piece and their peers respond with helpful questions and comments (children will need some coaching to know which comments are "helpful" in tone and substance). This helps children understand how their audience responds to their writing. They learn what the audience understood and what they did not. This helps children make their messages as clear as possible. You can serve as the audience for a child's writing and encourage the child's family to do the same.

Editing. Older children finalize their drafts by reviewing and correcting errors in punctuation, grammar, and spelling. Ask the child to circle the words she thinks are misspelled. Many children have a visual memory that lets them know that a word is not written conventionally, even if they don't know how to spell it. Help the child use a dictionary to look up correct spellings.

Publishing. This step lets the child make the writing available to others. A tutoring program could accomplish this through a newsletter or collection of children's finished work. A child might bind her work with a cover and illustrations and share it with her family and teacher.



***KEY POINTS** IN THIS CHAPTER*

- Engaged readers are motivated, knowledgeable, strategic, and communicative.
- Engaged writers express creativity, tell stories, and share ideas.
- A tutor's first session with a child is an opportunity to begin forging a trusting and supportive relationship.
- Tutoring sessions should follow an agenda that is tailored to build on a child's interests and skills.
- A tutor's primary role is to support a child's reading and literacy development.
- Conditions of learning set the stage for children's success in reading and writing.
- Scaffolding provides just enough support to move a child forward in learning a new skill.
- Children who enjoy reading are likely to read more often and to continue improving their skills.
- Tutors can help children in child care, Head Start and kindergarten explore literacy play and make language discoveries.
- Reading aloud is one of the most effective ways to encourage a child's emerging literacy and to support growing reading skills.
- Talking with children helps them understand the relationships between spoken and printed language.
- Writing focuses children's attention on print and helps them learn that letters represent sounds.
- Reading together is a scaffolding technique tutors can use to support children as they learn to read independently.
- Tutors can help children learn to use decoding strategies to figure out new words.
- Tutors can teach children how to *make meaning* in what they read.
- Tutors can help children experience writing as an ongoing process that evolves over time.

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In this chapter:

- Incorporating Family Involvement in the Program Design
- Establishing a Partnership with Each Family
- Promoting Family Literacy

Involving Families in Tutoring Programs

Parents are the first and primary teachers of their children. By responding to their babies' coos and babbles, parents teach about love and security and stimulate their children's brain development. They teach their children that reading and writing are valuable, useful, and enjoyable activities through simple practices—reading aloud, having conversations, answering questions, providing books and writing materials, and demonstrating how reading and writing are used in daily life. All of these practices put children on the road to reading, however, reading with children every day is the most critical.

Reading aloud is the single most important activity for encouraging children to love books and to want to learn and succeed in school.

In some families, however, the love of reading is not passed down from one generation to the next. Parents with poor reading skills are not likely to encourage their children to explore the world of books and reading. A child who grows up in a home with at least one illiterate parent is at increased risk of growing up illiterate. Family literacy programs address this problem by helping children gain the skills that will allow them to succeed in school while also encouraging parents to set and pursue their own learning goals. Parents learn how to carry out their role as their children's primary educators, now and when the children enter school. They learn parenting skills, such as how to read aloud, while increasing their self-confidence and interest in education, training, and employment. Tutoring programs may operate in conjunction with family literacy programs, such as those implemented by Head Start or Even Start programs, or offer parenting and adult education services to the families of children they serve.

This chapter covers the following topics:

- incorporating family involvement in the program design;
- establishing a partnership with each family; and
- promoting family literacy.

> *Reading to a child while touching, hugging and holding him or her can be a wonderful antidote to the impersonal tendencies of the information age—for both the adult and the child. While critical to building brains, reading is equally important to building trusting and close relationships.*
>
> *Hillary Rodham Clinton,* Time, *February 3, 1997*

Incorporating Family Involvement in the Program Design

In addition to taking advantage of the learning opportunities that naturally occur at home, families help their children succeed by getting involved in Head Start and child care programs and schools. Parents and grandparents volunteer in the classroom, library, or art room; serve on a committee; attend meetings or workshops; or regularly talk with or send notes to the child's teacher.

Tutoring programs can offer families similar opportunities to participate in their child's learning. Family involvement strategies can be incorporated in the tutoring program's design and reinforced by reading specialists, tutors, staff, and volunteers. Your program can include parent representatives on the planning team and on the policy group that oversees program operations. You can ask for family input through surveys, questionnaires, phone calls, and home visits. In a child care or Head Start program, tutors might arrange their schedules so they can ask families for feedback and suggestions at drop off and pick up times. Tutors who work with older children in the primary grades can ask children to interview their families and report their findings in a tutoring session. From steering committee to evaluation team, the program design can incorporate specific strategies for including parents as partners in their children's learning. Here are some suggestions:

Enroll families as well as their children in the tutoring program. Provide verbal and written explanations of the roles of children, tutors, and families in ensuring that each child becomes an engaged reader by the end of third grade.

Provide a communication journal or audiotape for each family. Tutors and families can keep in touch by writing or recording messages that will be delivered by the child.

Give families progress reports at regularly scheduled intervals. Tutors can meet with families at home or at the program to share information about what the child has learned and to develop plans for the future. It is important to schedule these meetings at times that are convenient for families.

Make sure every home has children's books and writing materials. The program can share donated books and drawing and writing supplies, organize a toy and book lending library, encourage families to use the public or school library, and sponsor book giveaway events funded by community partners. The program can also help parents obtain books and magazines for themselves.

> *The majority of parents that I have talked with, wait until their child is in bed before they pick up the newspaper or a book to read. How is the child to know that reading is an integral part of an adult's everyday life if he never sees his favorite adult reading? Children want to be exactly like their mother or father; all grown up and able to do grown up things. If they see their parents reading—book reading for pleasure, newspaper reading for information, recipe reading for instruction, they will begin to perceive reading as important and want to partake in this marvelous activity themselves.*
>
> *Helen Davig*
> *Even Start Director, Holmen, Wisconsin*
> Reading Together, *1994*

Encourage families to learn about learning. Use newsletters, tip sheets, videotapes, workshops, and resource libraries to address topics such as:

- Children Should be Heard—How Can You Make Time to Listen?
- Beyond the Books—What Else Can You Find at the Library?
- Play Together, Learn Together
- Create a Special Place at Home for Reading and Writing.

On the following page is an example of a tip sheet for families.

TIPS FOR FAMILIES Help Your Child Become a Reader

Make time to talk with and listen to your child.

- Talk about what you are doing, what you did, and what you plan to do. Listen and respond to your child. Good listeners and talkers are likely to become strong readers.

Share family stories with your children.

- They will enjoy hearing about your cultural and family history, values, and traditions.

Praise your child's efforts and accomplishments.

- Point out the many things your child does well. Most children learn grammar, spelling, and pronunciation naturally when they are encouraged to listen, speak, read, and write.

Encourage reading and writing at home.

- Create special places for reading and writing. Store books and writing materials where children can reach them.
- Read aloud every day at a regular time and when your child asks for a story.
- Write a story together using words and drawings, photographs, or pictures from magazines. Take turns reading the story aloud.
- Make letters your child can trace with a finger using sandpaper, fabric scraps, or foam packing peanuts pasted on cardboard.
- Cut words and letters from magazines. Paste on paper to "write" words and messages.

Be a reading and writing model.

- Make a family message board and use it every day to ask a question, list events, or tell everyone what's for dinner.
- Write simple messages that your child can read—put a note in a lunchbox, make a coupon good for a treat, or post a thank you on your message board.
- Read aloud interesting items from the newspaper or a magazine.
- Let your child see you read and write for fun and to get things done. Read aloud what you have written—a shopping list, letter, or note on the calendar.

Read and write everywhere you go.

- Fill a tote bag with books, paper, crayons, and other things for reading and writing. Bring it when you do errands, take a trip, or wait—for the doctor, store cashier, barber, or bus.
- Read aloud the words on signs, letters, food packages, menus, and billboards.

Encourage all families to read aloud with their children. Ask every family, regardless of their own reading skills, to make time to read aloud with their child every day. Model read-aloud techniques with story books, poems, songs, and wordless picture books during home visits, on videotape, or in a workshop. Reading is Fundamental has produced two videos on reading aloud with young children. *Read With Me* features two Head Start families. *Read With Me... The Teacher-Parent Partnership* was filmed in two Head Start classrooms. Both videos demonstrate how to read aloud with young children. They reinforce the links between reading aloud and motivating and fostering children's reading skills. (See the Checklist for Reading Aloud in Chapter 3 and the tip sheet that follows.)

TIPS FOR FAMILIES ***Reading Aloud With Your Child***

Start reading aloud today—no child, even a newborn, is too young to be read to.

Read aloud every day, at a special time, in a comfortable place.

Read when your child asks you to.

Read your child's favorite books over and over if asked.

Read books that introduce new words, ideas, places, and people.

Read in every room at home; outdoors, and when away from home.

Relax and let your child set the pace for reading.

Let your child turn pages, repeat words, point out letters, and look for details in pictures.

Stop often to talk about the pictures, answer questions, and ask, "What do you think will happen?" "Where would you go?" "What are they doing?"

Ask your child to read aloud to you by retelling a favorite story, making up a story to go with a wordless picture book, or following along with a tape.

Point to letters and talk about their sounds—alone and in combination with others.

Make books come alive—dance, draw, dress up, make puppets, or act out a story.

Keep reading aloud even after your child has learned to read well and independently.

Establishing a Partnership with Each Family

Most tutors work with individual children once or twice a week. They may use a reading curriculum, however, as tutors get to know each child they tailor the standard approach to match the child's skills, interests, and needs. Tutors already know about books, reading, and writing, and they may be experienced at tutoring, but it can take a long time to really get to know a child. Parents, on the other hand, are experts on their children. They know what their child likes to do, what interests him, what kinds of books he enjoys. Tutors need this information to plan

A child is likely to learn more about reading when the tutor and family form a partnership.

strategies that will motivate and engage the child. In addition, regardless of their own reading skills, parents have opportunities every day to build on the learning that takes place during tutoring sessions and in child care, Head Start, school and other settings. Clearly, a child is likely to learn more about reading when the tutor and family form a partnership, just as when the teacher and the family work together. The partners can work together to set goals, plan strategies to *carry out at home and in tutoring sessions, and share information about the* child's progress.

Strong partnerships are based on mutual trust and respect for each partner's roles and responsibilities. Your program's initial and ongoing training for tutors should address how to build partnerships with families that support reading and learning at home. Tutors need to understand that children's parents and other adult family members have a wide range of reading skills. Some families read regularly, others read occasionally, and still others never read at all because they don't know how or may not think it's important. Every family, however, can support their child's interest in books and reading. A parent can listen while a child reads aloud, take a child to the library, share family stories, answer a child's questions, and talk with a child about her special interests or the day's events. Training can also cover strategies such as the following:

- **Demonstrate respect for the family's home language and culture.** For example, ask the child and family to help you learn to speak, read, and write a few words in his or her home language. Incorporate in your tutoring sessions songs, rhymes, stories, art, music, and books that reflect the child's culture.

- **Use familiar words rather than educational jargon.** For example, talk about reading and writing rather than literacy.

- **Establish a system for ongoing exchange of information about the child's progress.** For example, phone the family once a week at a time that is convenient for them and for you.

- **Design follow-up assignments that encourage children to involve their families in reading.** For example, a child could share a book with a family member, read a story to a younger sibling, ask a family member to tell a story about his or her childhood, or make a book with a family member using materials provided by the tutoring program.

- **Acknowledge parents' abilities and suggest ways to apply them to support children's learning.** For example, a mother could use her planning skills to set a predictable evening routine that helps her child stay organized—dinner, homework, read aloud, chores, bed.

- **Ask families to help keep track of their child's progress.** For example, ask families to contribute to a child's portfolio by saving drawing and writing samples and providing examples of the child's growing vocabulary, reading skills, and favorite books.

The Early Childhood Technical Assistance Center (ECTAC) developed two booklets as part of the America Reads Challenge to assist families and caregivers in their support for emerging literacy. *Ready★Set★Read for Families* and *Ready★Set★Read for Caregivers* are filled with activities and ideas that parents and tutors can use to help children from birth through age five learn about language and reading. The *Ready★Set★Read* booklets include numerous tips about how parents and tutors can form a partnership and keep each other informed and involved (see Examples of Reading and Tutoring Programs in Chapter 5).

Promoting Family Literacy

> *I know that by keeping her nose in the books, she is going to be a reader. If she's a reader, she could be a writer. She could be a doctor. She could be anything.*
>
> *A Reach Out and Read parent*

Family literacy refers to the ways parents, children, and other family members use reading and writing at home and in their community to share ideas and information, get things done, tell family stories, and teach about cultural values and practices. Children who come from homes in which there is a lot of conversation, reading, and writing learn to value literacy and are motivated to learn how to read and write. Tutoring programs can support family literacy by encouraging parents to develop their own reading and writing skills. Parents can use these skills to help their children learn and to achieve their own educational and employment goals.

Children from homes in which there is a lot of conversation, reading, and writing learn to value literacy and are motivated to learn how to read and write.

Coordinate with Family Literacy Programs and Initiatives

Many tutoring programs promote family involvement by linking with family literacy programs that offer early childhood and adult education services or by coordinating with existing school and community family involvement initiatives. A school or organization in your community might be implementing one of the programs described below. (See Appendix C, Organizations that Support Literacy, for addresses and phone numbers of these groups.)

The **Home Instruction Program for Preschool Youngsters (HIPPY)** is a home-based early intervention program designed to help parents feel confident in their role as teachers of their young children. The HIPPY model was developed in Israel in 1969. The first program in the United States began in 1984 in Tulsa, Oklahoma. Today HIPPY operates in 27 states, serving 15,000 families in urban, suburban, and rural areas. HIPPY works with parents of children ages 3 to 5.

Parents and children enrolled in HIPPY spend 15 to 20 minutes a day completing activities that expose children to skills, concepts, and experiences with books. HIPPY activities are developmentally appropriate for the child and use household items or other common materials. Every other week, parents and HIPPY staff attend a group meeting.

Paraprofessionals, who are generally parents from the community, conduct weekly home visits to participating families. These staff offer guidance and support, link families to needed resources, and role play the activities for the coming week. The parent or other participating family member assumes the role of child while the paraprofessional models how to implement the activity.

The HIPPY curriculum, available in English and Spanish, includes 30 activity packets and 9 storybooks for each year a child is enrolled and 16 manipulative shapes that are used in activities that support visual discrimination, eye-hand coordination, and problem solving. The activity packets use a structured, easy-to-follow format that promotes the success of parent and child.

HIPPY programs benefit children, parents, and paraprofessionals. During their two to three years of participation, children gain the skills needed to succeed in school. Parents build self-confidence, take pride in their child's growth and learning, develop friendships, and learn how to seek housing, training, employment, and other services. Paraprofessionals can become community leaders and gain work experience that may qualify them for permanent, full-time employment.

Parents as Teachers (PAT) is an early childhood parent education program that begins working with families at the birth of their child. PAT began in Missouri as a pilot project in 1981 and expanded to all school districts in the state in 1985. There are now over 1,900 PAT programs in 47 states, Washington, DC, and 6 countries. PAT can operate independently or as part of a comprehensive program such as Head Start, Even Start, or Title I. The PAT model can be adapted to meet the unique needs and circumstances of teen parents, child care providers, and other target audiences.

The PAT model includes home visits, group meetings, developmental screening, and a resource network. Parent educators conduct home visits to introduce parent-child learning activities, provide information about child development, and help parents understand and support their child's growth and learning. Visits take place weekly, biweekly, or monthly, depending on the family's preference and program funding.

Group meetings allow parents to discuss common concerns and share effective child-rearing strategies. Parent-child activities reinforce family bonding. Meetings might take place in the evening or on Saturday to allow working parents to participate. Some meetings involve fathers only to acknowledge and support the special role fathers play in their children's lives. Some PAT sites have drop in and play components that take place in family resource centers.

To reassure parents and to identify potential problems, developmental screenings are conducted once a year, beginning at age one. These screenings, along with the parent and parent educator's ongoing observations of a child, allow for early intervention to address developmental concerns.

PAT programs link parents with community resources that provide services needed by the child or family. A PAT program's resource network might include speech and hearing specialists, health and mental health agencies, housing, or social services.

Even Start is a family-centered program designed to help low-income parents increase their own skills while becoming full partners in their children's education. It is a Department of Education program authorized by Title I of the Elementary and Secondary Education Act. The program is administered by state education agencies that fund local Even Start programs operated by schools and community-based agencies.

To be eligible for Even Start, families must have one or both parents in need of basic skills education and at least one child in the target age range—birth through age seven. Even Start is designed to effect lasting change and improve children's success through three integrated components—early childhood education, adult literacy or adult basic education, and parenting education, including parent-child interaction. Participating children gain the skills they will need to be successful learners. Parents gain basic literacy skills they can use to enhance their own lives and to support their children's learning.

Children enrolled in Even Start projects experience a range of early childhood education services through Head Start, Chapter I pre-kindergartens, child care, and other preschool programs. Older children attend kindergarten or primary grades in public schools. Their parents attend General Educational Development (GED) or other adult education programs, or classes in English as a second language. Services such as transportation, counseling, and child care are provided as needed to allow a family to participate.

Services provided through the parenting education component of Even Start encourage parents to understand and enhance their children's development. Parents learn about services provided through community agencies, their role in their children's education, positive discipline strategies, and health and nutrition for adults and children.

Head Start is a nationwide program that provides a comprehensive array of educational, health, and social services for more than 750,000 children and their families in communities in all fifty states. Local public or private nonprofit agencies receive funding through the 10 Administration for Children and Families (ACF) Regional Offices of the U.S. Department of Health and Human Services and the Head Start Bureau's American Indian and Migrant Programs Branches. Head Start grantees and delegate agencies operate programs that reflect the needs and strengths of the community and meet the Head Start Program Performance Standards.

As a two-generation program that involves both families and children as active participants, Head Start pays particular attention to supporting parents as their children's first and most important teacher. Head Start programs are required to provide family literacy services, either directly or through existing community groups such as libraries, Even Start, adult education agencies, community colleges, and adult literacy organizations. To meet this requirement, programs focus on supporting parents as adult learners, encouraging them in their parenting role, and helping them access literacy materials, activities, and services.

Head Start staff help families set and achieve their own goals as stated in an individualized Family Partnership Agreement. As part of this agreement, parents might set literacy-related goals, such as to complete a basic education class or prepare for and pass a GED test. A program might provide supportive services that enable adults to attend class, such as transportation or child care for a younger child. Some programs provide space at the Head Start center so the adult education agency can hold classes at the same time as children are in attendance.

Head Start provides parent education through strategies such as home visits, workshops, and ongoing interactions. Parents are welcomed as classroom visitors and regular volunteers, and some parents become Head Start staff members. Parent education focuses on developmentally appropriate expectations for children's behavior and strategies for encouraging development—including literacy development.

Head Start programs also make sure all families have access to books and other reading and writing materials for their own use and so they can encourage their children's literacy development. Programs might organize parent-child field trips to the library and invite librarians to visit Head Start classrooms, ask businesses for contributions to create classroom lending libraries, and sponsor book giveaway sessions through groups such as Reading is Fundamental (RIF).

Head Start encourages parents to participate in all aspects of the program, from planning through evaluation. Parents serve as decisionmakers on policy groups, volunteer in classrooms, and attend parent education classes. These activities allow parents to use their literacy skills and frequently stimulate their interest in continuing their education. When parents get actively involved in the program, they are likely to become eager supporters of their children's emerging literacy.

FIVE REASONS WHY HEAD START MUST ADDRESS FAMILY LITERACY

1. The values which young children bring to the activity of reading are established prior to their entry into elementary school, and parents are the most important influence upon these values.
2. The best predictor of a child's educational success is the parents' educational attainment.
3. Parents who have developed a sense of efficacy are best able to nurture their child's development of social competence.
4. Improving the quality of life for their child is a strong motivator for parents to accept the challenge of addressing their own literacy needs.
5. Functional literacy skills do not guarantee economic self-sufficiency or full participation in one's community; however, without these skills such accomplishments are nearly impossible.

Jim O'Brien, Head Start Bureau

Promoting Family Literacy Through Head Start, *1991*

The **National Center for Family Literacy (NCFL)** is involved with many other family literacy programs across the nation, including more than 80 Toyota Families for Learning projects. The NCFL provides training, staff development, and technical assistance services to Even Start, Head Start, American Indian, and other culturally diverse family literacy programs in urban and rural settings.

The NCFL approach to family literacy can be implemented in a home or center setting. The NCFL model has been implemented in urban and rural sites with families representing diverse home languages, cultures, and ethnic groups. All family literacy programs sponsored by NCFL include four essential components: early childhood education, adult education, parent-child interactions, and parent support groups.

The early childhood component stresses literacy skills such as vocabulary-building along with organizational and social skills that contribute to school success. Through the adult education portion, parents work on basic reading and math skills. They set individual goals such as completing a GED program, entering a vocational training program, or getting a job. Parent-child interaction time allows parents and children to play and learn together. Parents learn simple, effective strategies for encouraging their child's learning. During support group meetings, parents discuss child-rearing topics such as supporting a child's self-esteem and handling discipline, and issues affecting parents such as child care, transportation, vocational training, adequate employment, welfare reform, health care and housing.

The **U. S. Department of Education** implements several initiatives related to literacy. The Goals 2000: Educate America Act encourages schools to make parent involvement a top priority. The Act builds on research showing that children are more likely to be successful, motivated learners when their parents get to know their teachers, keep up-to-date about their activities and progress, and build on the learning that takes place at school. The Act requires parent representation on state and local school improvement panels and in grassroots outreach efforts. In addition, the Act created 28 parent information and resource centers from Maine to California operated by nonprofit groups who collaborate with schools, institutions of higher education, social service agencies, and other nonprofit organizations. The resource centers incorporate either the PAT or HIPPY model of parent education. Each center is designed to:

- increase parents' knowledge of and confidence in child-rearing activities;
- strengthen partnerships between parents and professionals in meeting the educational needs of preschool children; and
- enhance children's developmental progress.

Descriptions of each center are available from the Department of Education at the address listed in Appendix C, Organizations that Support Literacy.

A Department of Education initiative, The Partnership for Family Involvement in Education, encourages employers and community organizations to work with schools and families to affirm the importance of family involvement in children's learning. The *READ*WRITE*NOW* tutoring model, briefly described in Chapter 5, Examples of Reading and Tutoring Programs, and in Chapter 6, Step 6, Select or

Adapt a Reading Curriculum, is one of the special efforts launched by this initiative. Materials provided by the Partnership include brochures, a research report, and a collection of school outreach strategies. These and other useful materials are available from the Department of Education at the address listed in Appendix C, Organizations that Support Literacy, and at the Department's America Reads Challenge Internet Web site: **http://www.ed.gov/inits/americareads/.**

BOOKS FOR PROUD PARENTS AND CHILDREN

The Retired Senior Volunteer Program (RSVP) of Montgomery County, Pennsylvania developed their Family Literacy Volunteer Project (FLVP) to help educationally disadvantaged parents and their young children gain the skills they need to break the cycle of illiteracy. FLVP efforts include read-aloud training for volunteers and Parents' Record: my Own Unique Diary (PROUD) through which volunteers help parents write a special book that describes their children's positive qualities and achievements and their hopes for their children's future. Each PROUD book is a personal keepsake that a parent can read to a child now and in the future. A *How-To-Guide* for creating a PROUD book is available from RSVP of Montgomery County, Inc., 531 Plymouth Road, Suite 517, Plymouth Meeting, PA 19462.

Plan Reading-Related Events

Another way to support family literacy is to plan reading-related events for parents, children, tutors, and staff. To increase participation, take these steps:

- provide information in families' home languages;
- schedule the event at a time that is convenient for most families;
- offer transportation to and from the site;
- provide food—healthy snacks or a simple meal;
- include younger and older children; and
- ask active families to reach out to others.

Include reading in every event sponsored by the tutoring program.

Be sure to include reading in every program-sponsored event. For example, at the end of a pot luck dinner, have a read-aloud session. Reading specialists, tutors, teachers, volunteers, and parents can model strategies for reading aloud to the children. Here are some examples of reading-related events:

- Hold a **family field trip,** then suggest ways to follow up at home:
  - after story hour at the library, families can borrow other books by the featured author;
  - after a children's play, families can retell the story through words and pictures; or
  - after picking blueberries at a farm, families can read *Blueberries for Sal,* by Robert McCloskey.
- Set up a **family book-making activity.** Ask families to bring their favorite photographs and mementos to this event. Provide materials such as paper, notebooks, binders, pens and pencils, markers, crayons, paste, holepunches, laces, and a stapler. Each family can make a book about what makes their family unique—history, celebrations, favorite foods, people, and even daily routines. Children will enjoy these books now and in the future when they share them with their own children.
- Hold **parent-child computer classes.** Ask the children to teach their parents. Families will be impressed with their children's expertise and children will feel proud to share their knowledge with their families.
- Host a **book talk.** Choose a book that families can read with their children and schedule a time for families to meet to talk about the book and their children's reactions. Invite a guest, such as the children's librarian or a reading specialist, to lead a discussion about the characters, setting, plot, and messages that children might take from the story.
- Involve the community in a **family read-a-thon.** Ask local businesses to offer prizes to the family reading the *most* books, the *funniest* book, the *longest* book, and the most *unusual* book. Provide a free book for every child and adult.

Establish a Family Resource Center

Family resource centers are another way to support family literacy. A tutoring program might create its own resource center or make use of a center run by a child care program, school, library, or community group, such as Head Start. Your tutoring program's family resource center could offer:

- a family lending library of books, magazines, videos, and toys;
- workshops on topics selected by families;
- access to computers and the Internet;
- donated paper, magazines, books, and other materials to use with children;
- referrals to other agencies; and
- information about community activities for families.

A resource center can support parents as lifelong learners and as the first and primary teachers of their children.

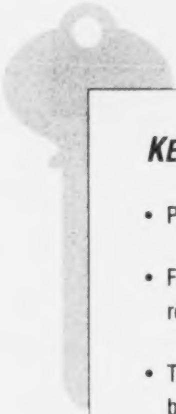
Hold a Book Discussion Series

One way to encourage family literacy is to provide opportunities for adults to learn to value and enjoy books and reading in their lives. The Adult Basic Education Office of the District of Columbia Public Library offers *A Feel for Books,* a book discussion series for adult developing readers and their teachers and tutors. Modeled on the Vermont Reading Project which has been replicated at other sites across the country, *A Feel for Books* seeks to accomplish the following goals:[16]

- Encourage reading and library use among adult developing readers and their families;
- Demonstrate to adult developing readers that books and stories can illuminate human concerns, and that these adults can struggle with these concerns through reading and discussing;
- Provide adult developing readers with the opportunity to share their understandings and opinions and thereby enhance their communication skills and self-esteem; and
- Provide adult developing readers books and stories to add to their family library and encourage them to reread these books and share them with their families.

The reading selections are an appropriate length and reading level for adult developing readers. Selections include adult and juvenile fiction, non-fiction, poetry, letters, and folk tales. They introduce strong characters and themes that stimulate discussions because participants can relate them to their own lives.

The program has developed *A Feel for Books, Book Discussions for Adult Developing Readers: A Resource Manual* to guide libraries and other organizations wishing to hold a book discussion series. For more information write to the Adult Basic Education Office, District of Columbia Public Library, 901 G Street, NW, Room 426, Washington, DC 20001.



KEY POINTS IN THIS CHAPTER

- Parents are the first and primary teachers of their children.
- Family literacy is closely linked with children's success in becoming readers and writers.
- Tutoring programs can encourage and reinforce family involvement by incorporating specific strategies in the program design.
- Tutoring is most effective when the tutor and family work as partners in encouraging a child's literacy development.
- Tutoring programs can promote family involvement by linking with family literacy programs.
- Reading-related events bring families, children, and tutors together to play and learn.
- Family resource centers and family literacy programs such as Head Start and Even Start support parents as lifelong learners and primary educators of their children.
- Book discussions lead adult developing readers to value and enjoy books and reading and to pass these feelings on to their children.

In this chapter:

- The America Reads Challenge
- Collaborating with Work-Study Programs
- Examples of Reading and Tutoring Programs

Building Community Partnerships

Effective, long-lasting community partnerships have several things in common—the individuals and groups involved demonstrate genuine respect for each other, recognize each member's desire to make a meaningful contribution to the new effort, and collaborate to build on existing capabilities. Stakeholders—individuals and groups who can contribute to and benefit from the partnership—must combine their resources to achieve the goals set by the group.

Community partnerships that support literacy development must bring together committed individuals representing different critical areas of expertise, experience, and knowledge about children, reading, education, and the community. The stakeholders include families, tutors, child care programs, public schools, businesses, family literacy programs such as Head Start and Even Start, and community agencies concerned with literacy. The America Reads Challenge encourages these stakeholders to combine their resources to reach a single critical goal—ensuring that all children can read well and independently by the third grade. Each community can build on the collective strengths of its citizens and institutions to implement a literacy development program that is tailored to address the reading needs of young children.

This chapter covers the following topics:

- an overview of the America Reads Challenge;
- collaborating with work-study programs; and
- examples of reading and tutoring programs.

> *Literacy is about reading, but it is about more. It is also about participating in the community, understanding the world around you, becoming a better citizen, and taking advantage of opportunities...It is in the interest of all of us to do what we can to ensure the reading success of every young child by the end of the third grade.*
>
> *Richard W. Riley, Secretary, U.S. Department of Education*
> *Harris P. Wofford, Chief Executive Officer,*
> *Corporation for National Service*

The America Reads Challenge

When President Clinton framed the America Reads Challenge in August 1996, he set in motion a series of events that were designed to culminate in a national commitment to a shared goal of helping children to acquire basic reading abilities by the end of third grade. This section briefly highlights three points: first, the significance of the goal as a call to action; second, ongoing activities in support of America Reads mobilizing existing resources; and third, the legislative proposal designed to attract additional resources.

The Goal

The goal that all children shall read well and independently by third grade has profound implications for the education of children in America. To a greater extent than heretofore, a benchmark goal for the schools has been set that calls for combined efforts of the total society if it is to be achieved. The challenge makes explicit the need for partnership efforts that combine the energies of parents; Head Start, child care and preschool programs; the public schools; and libraries, museums and other community groups.

Current Activities

America Reads quickly won adherents among many Americans and efforts to reach the goal began even before a formal legislative proposal was sent to the Congress. Examples of ongoing activities include:

- **Work-Study.** Several hundred presidents of institutions of higher education pledged their cooperation in extending the reach of the Federal Work-Study program into the community, mobilizing college student volunteer tutors on behalf of children's reading, and, in some universities, attracting volunteer support from faculty across various departments. (Work-Study is discussed more fully later in this chapter.)

- **Department of Education and Corporation for National Service Support.** America Reads support units were established at the Department and at CNS. Carol H. Rasco, Senior Advisor to the Secretary, is the Director, America Reads Challenge, with overall responsibility for coordinating the support effort. The Department and CNS have collaborated in providing information to support the challenge, including this *Guide* and other publications, such as the *Ready★Set★Read* Early Childhood Kit, and an America Reads web site (see Appendices B and C).

- **AmeriCorps program initiatives.** Several AmeriCorps programs have begun to refocus their program emphasis in support of children's reading, including the Texas Children's Literacy Corps and SLICE Corps in Kentucky—now known as KY READS (discussed more fully below in Chapter 5).

- **Senior Corps initiatives.** CNS' Senior Corps has launched an imaginative intergenerational demonstration project as part of America Reads. The ***Seniors for Schools Initiative*** mobilizes persons age 55 years and older on behalf of the reading and literacy development of children attending kindergarten through third grade in public schools (discussed more fully below in Chapter 5).

- **Community projects.** Growing numbers of local communities are launching their own America Reads initiatives, sometimes with the support and involvement of AmeriCorps, Senior Corps and other national service participants, sometimes on their own. For example, Houston, Texas proclaimed itself the "first" America Reads community.

America Reads Challenge Legislation

In April 1997, the U.S. Department of Education and the Corporation for National Service forwarded the America Reads Challenge Act to Congress. As a commitment to passing a children's literacy initiative, Congress and the Administration reserved $260 million in the bipartisan balanced budget agreement for an initiative that was in line with the goals and concepts of the America Reads Challenge. The goal of the America Reads Challenge is to ensure that all children can read well and independently by the end of the third grade. The Act proposed the first nationwide effort to supplement classroom instruction in reading with high-quality volunteer tutoring, primarily after-school, on the weekends, and during summers. This proposal led to the development of a bipartisan piece of legislation which supports reading assistance in the school, the home, and the community through increased professional development of teachers in the area of reading, through family literacy efforts, and through community volunteer tutoring programs. The legislation is now moving through the Senate and is expected to pass both Houses of Congress by July 1, 1998. For up to date information on this legislation, please refer to the U.S. Department of Education's America Reads web site.

Congress has also strengthened a number of existing Federal resources and programs already delivering services to families with young children or involved in parent education and skills training in order to better educate and assist families with early childhood development and early literacy skills. For example:

- **Head Start Expansion.** Head Start funding was increased by $374 million in the 1998 budget. To enable more children to improve their readiness for school, Congress provided nearly $4.4 billion for Head Start, continuing on track with the President's commitment to the goal of serving one million 3- and 4-year old children. With this increase, Head Start funding will have increased 57% since 1993.

- **Even Start Expansion.** The Even Start family literacy program was allocated an additional $22 million this year to further develop and expand family literacy efforts across the Nation.
- **Strengthening of Title I.** Title I is the largest in-school investment made by the Department of Education to improve reading instruction for children in high poverty schools and neighborhoods. This year's budget included a significant increase in funds for Title I.

Collaborating with Work-Study Programs

President Clinton's America Reads Challenge came at a time when there had just been a significant increase in the appropriation for Federal Work-Study (FWS). The President encouraged institutions of higher education to target these new resources on community service, in general, and on mobilizing literacy tutors for preschool and elementary children, in particular. Within a few months, several hundred institution presidents had pledged their cooperation in this initiative.

This section of the *Guide* draws freely on a FWS Resource Guide from the U.S. Department of Education, *Expanding Federal Work-Study and Community Service Opportunities,* written by Maryln McAdam and Ed McDermott, May 1997. The FWS Guide can be obtained by calling 1-800-USA-LEARN or from the Department of Education's web address: **http://www.ed.gov/offices/OPE/pubs/WorkStudy/index.html.**

> *The America Reads Challenge Federal Work-Study program is a strong example of how students both give to and receive from the community. The program promotes access to college by helping students finance postsecondary education costs while offering these same students the opportunity to pursue community service. I believe this creates a win-win situation because young learners and communities gain from the services provided, and students who might not ordinarily be able to share in the community service experience can now afford to be involved.*
>
> *Richard W. Riley, Secretary, U.S. Department of Education*
> *May 1997*

The FWS community service initiative offers opportunities for colleges and universities, on the one hand, and community groups, on the other hand, to reach out to one another and partner on behalf of programs that pursue the goal that every child will read independently and on grade level by the time they leave the third grade. FWS programs are able to continue support for work-study students who tutor children through sixth grade, recognizing that not all children will attain basic reading skills by third grade.

FWS requirements provide that institutions must spend at least five percent of Federal dollars to support FWS to compensate students employed in community service. Community service is broadly defined and includes child care, Head Start, recreational mentoring, literacy training, and educational tutoring. The Secretary of Education has provided for a waiver of the FWS 25% matching requirement, effective July 1, 1997, allowing 100% of the wages of a work-study tutor to be paid from Federal dollars, if the student:

- is employed as a reading tutor for children who are in preschool through elementary school; and
- is employed by the institution itself, or by a Federal, State, or local public agency, or by a private nonprofit organization.

The FWS Resource Guide contains useful tips on program planning with AmeriCorps programs (under certain circumstances, FWS students can also become AmeriCorps members), and on partnering with Head Start, child care programs, and local school districts. There are also suggestions about how to use reading tutoring and other community service outreach opportunities as active service learning programs as part of the institutions's academic curriculum. A Best Practices appendix includes summaries of "exemplary programs," with contact information.

A COMMUNITY PARTNERSHIP GETS STARTED

The Center for Service Learning at Western Washington University (WWU) has created a community tutoring partnership. WWU is collaborating with the Ferndale School District, the Whatcom Volunteer Center and other community groups, 2 AmeriCorps members, 10 WWU work-study students, and 10 senior volunteers to provide one-on-one and small group tutoring to students in kindergarten through grade six.

Examples of Reading and Tutoring Programs

This section provides background information on reading and tutoring programs throughout the country. These programs present a variety of successful approaches to encouraging the reading skills of children from preschool through the primary grades. They demonstrate how community programs can work together to support children's literacy.

Program: Books and Beyond **Type:** Reading Motivation

Developer: Solana Beach School District, California

Site(s): Elementary schools throughout the United States

Focus: All children and their families

Time: Programs run from 4 to 6 months

Tutors/Staff: School staff, parents, and community volunteers

Materials: A free information packet is available. Schools can purchase program implementation materials.

Description: This reading incentive program is designed to improve children's attitudes toward reading and to foster a love of books. Read-a-thons are based on recreational reading at home and at school. Family literacy activities encourage reading at home and promote thoughtful use of television.

Contact: Write or call, Books and Beyond, Solana Beach School District, North Rios Avenue, Solana Beach, CA 92075, 619-755-3823, or visit the web site, http://www.sbsd.sdcoe.k12.ca.us/sbsd/specialprog/bb/bbinfo.html.

Program: Cabrini-Green Tutoring Program **Type:** Tutoring

Developer: Employees of Montgomery Ward started the program 31 years ago

Site(s): Public housing complex

Focus: Children in kindergarten through grade 6

Time: The program operates 3 nights a week from 5:30–7:00 p.m. Children attend once a week.

Tutors/Staff: Tutors include parents and volunteers from throughout Chicago. Tutors attend a training and orientation session, tour the program, and meet with coordinators and veteran tutors before beginning work. Three additional training workshops are held each year. Former participants can become Junior Asistants who assist staff and volunteers, serve as peer tutors, and help run the library, art, and resource areas.

Materials: Contact the program for information on available resources.

Description: This after-school tutoring program is designed to motivate and enhance students' learning abilities. Each tutor works one-on-one with a child in the program. More than 450 children receive tutoring each week. Through Reading is Fundamental (RIF), the program holds book events during which children can choose books to take home and keep. Families are invited to participate in special projects and field trips.

Contact: Write or call, Cabrini-Green Tutoring Program, 844 North Larrabee, Location 1-1, Chicago, IL 60610, 312-467-4980.

Program: Children's Literacy Initiative (CLI) **Type:** Early Literacy

Developer: n/a

Site(s): Head Start and other child development programs and kindergarten

Focus: Preschool children

Time: Training includes 4 or 5 two-hour sessions for staff and specialists, a two-hour session for parents, and follow-up training sessions.

Tutors/Staff: CLI staff provide the training.

Materials: *Creating a Classroom Literacy Environment,* is a handbook for early childhood classroom staff on creating literacy-rich classrooms.

Description: CLI's mission is to prevent illiteracy before it begins. The organization provides training on emergent literacy for teachers, parents, and caregivers of young children. To ensure that children have access to plenty of high quality books, programs that participate in the training receive an average of 21 books for each classroom.

Contact: Write or call, 2314 Market Street, Philadelphia, PA 19103, 215-561-4676.

Program:	Early Identification (I. D.) Program **Type:** Reading Intervention
Developer:	Reading Community Schools
Site(s):	Both elementary schools in the school district
Focus:	Kindergarten students identified through a formal screening process as below average in visual perception, fine motor skills, or basic concepts.
Time:	Ten minutes per session, 3 to 5 times a week, throughout the school year
Tutors/Staff:	A pool of 51 volunteers who are high school students, parents, and retirees
Materials:	Contact the program for information on available resources.
Description:	Tutors attend an interactive two-hour group orientation and training session at the beginning of the school year. Trained volunteers work one-on-one with children using structured and individualized materials designed to increase a child's visual perception, fine motor skills, and/or basic concepts. Annual pre- and post-tests document children's progress during the kindergarten year and in subsequent grades.
Contact:	Write or call, Robert L. Stark, Coordinator of Special Services, Board of Education Office, 1301 Bonnell Avenue, Reading, OH 45215, 513-554-1800.

Program:	Growing Together, Inc. **Type:** Tutoring
Developer:	Teresa Knudson, Executive Director
Site(s):	Growing Together, is an independent, non-profit organization which began by serving family shelter residents. Tutoring sessions are now held at a church.
Focus:	Students ages 6 to 14 who are failing or below grade level
Time:	Two hour sessions, 2–3 times a week, and some follow-up via telephone.
Tutors/Staff:	Regular tutors have a college degree or are still in college. Floating tutors fill in when regular tutors are absent. Some volunteers make materials used in tutoring sessions. Tutors attend an orientation/training session and take a written test before assignment to a student.
Materials:	A *Tutor's Manual* offers general guidance and specific strategies.
Description:	The program is designed to improve students' academic performance in school and their ability to function in group settings. In addition to one-on-one tutoring, students take part in group activities and go on field trips. Students are referred by teachers, counselors, and parents.
Contact:	Write or call, Teresa Knudson, Executive Director, Growing Together, 3900 16th Street, NW #520, Washington, DC 20011, 202-882-5359.

Program: Hilliard Elementary School **Type:** Tutoring

Developer: School team of Principal, Vice-Principal and Dean of Instruction

Site(s): Elementary school

Focus: Grades 3 through 5

Time: Extended day, 4 afternoons a week; Saturday morning program, 8 weeks, summer program, during the vacation period

Tutors/Staff: Tutoring team of 6 to 8 teachers and 6 to 8 trained parent volunteers

Materials: Contact the school for information on available resources.

Description: This intensive after-school, weekend and summer school program helps students improve reading skills through hands-on activities that reinforce what students learn during school hours. On 8 Saturday mornings, 125 students take part in reading classes led by a team of teachers and parents. The summer school program is centered around thematic units. In the spring of 1995, 80 percent of the school's third-grade students met expectations on the state reading assessment, an increase from 20 percent in 1990.

Contact: Write or call, Rufus Allen, Principal, Hilliard Elementary School, 6511 North Wayside Houston, TX 77028, 713-635-3085.

Program: KY READS (formerly SLICE Corps) **Type:** Tutoring

Developer: Board of Education, Simpson County, Kentucky

Site(s): Elementary schools

Focus: Children in second through fourth grade

Time: Weekly for eight months per year.

Tutors/Staff: AmeriCorps members serve as reading coaches.

Materials: A free information packet is provided at training sessions. Program implementation materials are available.

Description: Reading coaches meet with students one-on-one and via telephone when children are absent from school. Every other week coaches make home visits to show parents reading materials, report on the child's progress, ask for advice on working with a child, offer tips on helping the child read, and encourage family reading. Many parents now spend more time helping their children read. Reading coaches write and say only positive things to parents about their children and school. The program leads free 2-day workshops for national service programs in partnership with the Institute for Service Learning, a Learn and Serve America grantee in Pennsylvania.

Contact: Write or call, KYREADS, P. O. Box 467, Franklin KY 42135, 1-888-KY-READS.

Program: Jumpstart **Type:** Early Literacy

Developer: Jumpstart was founded by students at Yale University. The training program was developed by Ana Vaisensteing, Director of Education at Jumpstart.

Site(s): Head Start and child care programs in low-income communities in Boston and New Haven; Jumpstart will expand to New York and Washington, DC

Focus: Preschool children, identified by teachers as needing one-on-one attention

Time: Two hours, two afternoons a week and full time in the summer

Tutors/Staff: AmeriCorps members who are college students serve as tutors. More than 50% of the Members receive work-study wages.

Materials: Contact the program for information about available materials.

Description: Eighty AmeriCorps members, work one-on-one with the same child over a two-year period. About 20 percent of their time is spent in the Jumpstart Future Teachers training program to gain skills used in their work with young children and to explore the field of early childhood education. AmeriCorps members work with teachers to develop an individual learning plan with an early literacy focus and communicate regularly with teachers and families to share information about the child. Families are involved in classroom activities and are encouraged to create home literacy environments. During the school year, Jumpstart services are provided at the end of the early childhood program day. The full-time summer program serves 300 children by operating in classrooms that would otherwise be closed for the season. The evaluation of the first year in Jumpstart, conducted by Yale University, suggests that the program has positive effects on children's school readiness.

Contact: Write or call, Jumpstart, 93 Summer Street, Boston, MA 02110, 617-542-JUMP, or visit the web site, http://www.jstart.org.

Program: National Reading Styles Institute **Type:** Reading Intervention

Developer: Marie Carbo, Executive Director

Site(s): Operate 10 model elementary schools, trainers work with 200 schools a year

Focus: Students in kindergarten through grade three

Time: Implemented during the school day

Tutors/Staff: Teachers who have attended reading styles training

Materials: Contact the program for a catalog of available materials.

Description: This reading approach is based on identifying and using children's learning styles and strengths. Teachers are encouraged to use whatever strategies and materials work for a given child. For example, the reading program for a child with auditory and analytic strengths might include phonics instruction; the reading program for a child with tactile and kinesthetic strengths might include making and using puppets to retell a story.

Contact: Write or call, National Reading Styles Institute, P. O. Box 737, Syosset, NY 11791-0737, 1- 800-331-3117, or visit the web site, http://www.literacy.org.

Program: Pilot Tutoring Programs **Type:** Tutoring

Developer: Jerome Kagan, Professor, Harvard University in collaboration with Initiatives for Children at the American Academy of Arts and Sciences, Cambridge School Volunteers, and the Cambridge Public Schools.

Site(s): Cambridge Public Schools, Cambridge, Massachusetts

Focus: First graders with low scores on reading tests

Time: One hour sessions, three times a week, from October to May

Tutors/Staff: Cambridge School Volunteers recruits seniors—age 55 and older—as volunteers, many of whom are former teachers. The tutors receive intitial training and ongoing observation and bi-weekly review sessions throughout the year from experienced reading specialists.

Materials: Contact the program for information on available resources.

Description: This intergenerational tutoring program is designed to improve the reading skills of at-risk first grade students. Each tutor works with one child in a quiet place in the classroom or in a separate room. The project includes a rigorous evaluation of its effects on the students' reading achievement and social development. One goal is to determine whether the model can be replicated in other communities.

Contact: Write or call, Jerome Kagan, Dept. of Psychology, Harvard University, Cambridge, MA 02138, 617-495-3870.

Program: Reach Out and Read (ROR) Program **Type:** Early Literacy

Developer: Physicians and early childhood educators at Boston City Hospital created the first ROR Program. Boston City Hospital is now a national training site for similar pediatric early literacy programs.

Site(s): Boston City Hospital and health-care settings, nationwide

Focus: Children ages 6 months to 6 years

Time: Reading aloud and providing books takes place during regularly scheduled well-child visits to pediatric clinics.

Tutors/Staff: Volunteers (college students, retirees, corporate program participants) read to children in the waiting room and all medical personnel encourage reading.

Materials: *Reach Out and Read, A Pediatric Early Literacy Program, Program Manual* is a hands-on guide to creating and running a pediatric early literacy program.

Description: ROR integrates literacy development into regular pediatric care. In the waiting room, volunteers read to children and model read-aloud techniques. In the examination room, the pediatrician or nurse practicioner looks at a book with the child and encourages parents to use books to support their child's healthy development. After each visit, children are invited to take home a new book for their home library.

Contact: Write or call, Abby Jewkes, ROR National Training Site,
One Boston Medical Center Place, Boston MA 02118-2393, 617-534-5701.

Program: READ*WRITE*NOW*! **Type:** Tutoring

Developer: The U.S. Department of Education in partnership with Hadassah

Site(s): Youth organizations, libraries, schools

Focus: Children in grades 1 through 6

Time: 24, 30 to 35-minute sessions over 12 weeks

Tutors/Staff: High school students or adults

Materials: *The READ*WRITE*NOW*! Partners Tutoring Program,* a 20-page tutoring guide, offers general strategies and guidelines, a step-by-step outline, and suggestions for handling specific reading issues. Related materials include *Activities for Reading and Writing Fun* which is designed for use with children ages birth to grade 6 and *Play on Paper,* a booklet that introduces younger children to beginning reading materials.

Description: Typical sessions include a review of the previous session, rereading of a story, paired reading of a new story, vocabulary and comprehension exercises, and a writing activity.

Contact: Call the U.S. Department of Education, 1-800-USA-LEARN, or visit the America Reads Challenge web site, http://www.ed.gov/inits/americareads/ and select the Publications menu item, Read*Write*Now!

Program: READY★SET★READ **Type:** Early Literacy

Developer: The Early Childhood Technical Assistance Center (ECTAC), administered by Collins Managment Consulting, Inc., Vienna, Virginia, as a joint project of the Corporation for National Service, the U.S. Department of Education and the U.S. Department of Health and Human Services

Site(s): Family literacy, child care, and Head Start programs and community organizations such as libraries

Focus: Children from birth through age 5

Time: n/a

Tutors/Staff: n/a

Materials: *Ready★Set★Read for Families* and *Ready★Set★Read for Caregivers* include early childhood language activities. The booklets are distributed alone and as part of the *Ready★Set★Read Early Childhood Learning Kit* along with an activity calendar and a developmental poster. The activity calendar and graphic design work on the Kit were produced by Books and Beyond.

Description: The materials can be used in home and child care and Head Start settings as part of new or ongoing family literacy services, staff development, parent education, or other literacy-related activities.

Contact: Call the U.S. Department of Education, 1-800-USA-LEARN, or visit the America Reads Challenge web site, http://www.ed.gov/inits/americareads/ and select the Publications menu item, *Ready★Set★Read.*

Program: Reading One-One **Type:** Reading Intervention

Developer: Dr. George Farkas, University of Texas

Site(s): Schools in Brownsville, Dallas, and San Antonio, TX and St. Lake City, UT

Focus: Students in grades 1 through 8, selected by teachers and principals

Time: 3 to 4, 40 minute sessions per week, during the school day

Tutors/Staff: Trained tutors are college students who receive credit and community members and teacher aides who are paid through Chapter I (Title I). On-site tutor coordinators supervise.

Materials: A *Tutor Manual* provides information on the Reading One-One curriculum and approach and general guidance on tutoring and program policies and procedures. An overview of the program is also available.

Description: Reading One-One includes techniques from Reading Recovery and Success for All, and activities for "Alphabet" and "Word Family" skills. It incorporates the Essential Elements from the Texas Education Agency. Students are tested on the first day and placed in one of three levels: Alphabet, Word Family, or Reading Ready. Tutors identify students' reading strengths and needs, provide lessons that build new reading skills, and encourage productive reading behaviors.

Contact: Write or call, Dr. George Farkas, University of Texas at Dallas, P. O. Box 830688, Richardson, TX 75083-0680, 214-883-2023, or visit the web site: http://www.utdallas.edu/dept/socsci/cesp/intro.html.

Program: Reading Recovery **Type:** Reading Intervention

Developer: Marie M. Clay, New Zealand educator and psychologist

Site(s): Local school systems in 38 states and Washington, DC, Canada, Australia, England, and New Zealand

Focus: First grade students who are among the lowest achievers in reading in their classes as measured by individually administered diagnostic instruments

Time: Daily, 30-minute one-on-one sessions for 12 to 20 weeks

Tutors/Staff: Teacher-leaders attend a one year training program at a designated university, then train teachers to implement the Reading Recovery model.

Materials: Professional books for teacher-leaders and teachers and books for children.

Description: Reading Recovery is a preventive program, designed to identify and assist children before they experience frustration and fail to learn to read and write. Teachers provide individualized instruction based on each child's strengths. Teaching techniques encourage children to make their own links between reading and writing and become independent readers and writers. Children leave the program when they have developed their own system of reading and writing strategies and can function at average levels in their class. Most Reading Recovery graduates continue to increase reading and writing skills and do well in the classroom without needing extra support.

Contact: Write or call: 1-800-390-READ

The Ohio State University
Reading Recovery Program
200 Ramseyer Hall
29 West Woodruff Avenue
Columbus, OH 43210-1177
614-292-7807

National Diffusion Network
U.S. Department of
Education, OERI
555 New Jersey Avenue, NW
Washington, DC 20208-5573
202-219-2161

Midlands Learning Consortium
Reading Recovery Project
Division of Curriculum and
Instruction
Delzell Education Center
University of South Dakota
414 East Clark
Vermillion, SD 57069
605-677-6312

Texas Woman's University
College of Education and
Human Ecology
P. O. Box 23029
Denton, TX 76204-3029
818-898-2227

AmeriCorps for Math & Literacy
California State University,
San Bernardino
5500 University Parkway
UH-401.24
San Bernardino, CA 92407
909-880-5644

Midlands Learning Consortium
Reading Recovery Project
Department of Elementary/
Early Childhood Education
Founder's Hall
University of Nebraska at Kearney
Kearney, NE 68849-1265
308-865-8097

Program: Rolling Readers USA & Everyone a Reader

Type: Reading Motivation

Type: Tutoring

Developer: Robert Condon

Site(s): Schools, preschools, housing complexes, and homeless shelters

Focus: Rolling Readers works with children from preschool through the elementary grades. Everyone a Reader works with children in the primary grades.

Time: One hour per week

Tutors/Staff: Volunteers come from throughout the community

Materials: Contact Rolling Readers for information about available materials.

Description: The goal of Rolling Readers USA is to encourage young children to love books and reading. Once a week volunteers read aloud to children. Three times a year children receive a new hardbound book.

Everyone a Reader is a tutoring campaign conducted in conjunction with the San Diego Office of Education. The goal is to raise every child's reading to grade level by the end of third grade. Tutors teach children reading techniques such as using clues to find meaning, looking at sentence structure, and phonetics.

Contact: Write to Rolling Readers, 3049 University Avenue, San Diego, CA 92104, call 1-800-390 READ, or visit the web site, http://www.rollingreaders.org.

Program: Running Start

Type: Reading Motivation

Developer: Reading is Fundamental (RIF)

Site(s): Elementary schools

Focus: First-grade students

Time: 10 weeks

Tutors/Staff: n/a

Materials: Brochure; *Classroom Kit* containing supplies and incentives; *Coordinator's Kit* including a planning guide, a *Teacher's Handbook,* a video; and a banner.

Description: School, homes, and the community are involved in a celebration of reading designed to help children develop a love of reading. Teachers receive funds to purchase 50 to 60 high-quality fiction and informational books so children can be immersed in book-rich environments. Children are challenged to read or be read 21 books during the 10-week program. To meet this challenge, children can read alone, be paired with older readers, listen to books read by guest readers, and read with parents and other family members. After meeting the challenge, children can choose books to take home as their own.

Contact: Write or call RIF, 600 Maryland Avenue, SW, Suite 600, Washington, DC 20024, 202-287-3220, or visit the web site, http://www.si.edu/rif.

Program: Seniors for Schools Initiative **Type:** America Reads Intergenerational

Developer: National Senior Service Corps Grant Guidelines

Site(s): 9 demonstration project sites

Focus: Kindergarten through third grade students in the public schools.

Time: Varies by site

Tutors/Staff: Persons age 55 years and older.

Materials: Varies by site. Technical assistance support will be provided by the Center for School Success at the Southern Regional Council in Atlanta, Georgia. Contact Marcia Klenbort at (404) 522-8764.

Description: The Seniors for Schools Initiative is an intergenerational America Reads demonstration project, operated at nine sites nationwide. The projects were developed in response to grant guidelines prepared by the Senior Corps of the Corporation for National Service.

Contact: Federal project officer is Tess Scannell. Contact at (202) 606-5000, Ext. 300. Sites are:

John Fuller
Mid-Florida Community Services
1127 N. Boulevard East
Leesburg, FL 34748
(352) 589-4545

Melissa Gartenberg
MAGIC ME/Boston, Inc.
21 Temple Place
Boston, MA 02111
(617) 423-6633

Tanya Prindle
Senior Resources, Inc.
2021 E. Hennepin, Suite 130
Minneapolis, MN 55413-2723
(612) 617-7807

Kimberly Jordan
YMCA of Greater Kansas City
3100 Broadway, Suite 93
Kansas City, MO 64111
(816) 561-9622 or
(816) 418-3918

Rebecca Haase
Community Service Society
of New York
105 E. 22nd Street
New York, NY 10010
(212) 614-5567

Joy Banish
RSVP of Greater Cleveland, Inc.
2611 Church Avenue
Cleveland, OH 44113
(216) 566-9192

Shirley McCormack
Metropolitan Family Services
2200 NE 24th Street
Portland, OR 97212
(503) 249-0469

Rob Tietze
Temple University
Center for
Intergenerational Learning
1601 Broad St., Room 206
Philadelphia, PA 19122
(215) 204-8057

Jane Quist
South East Texas
Regional Planning Commission
PO Drawer 1387
Nederland, TX 77627
(409) 722-0203

Program: Success for All & Lee Conmigo

Type: Reading Intervention (a Spanish-language version)

Developer: Center for Social Organization of Schools, Johns Hopkins University

Site(s): Elementary schools in 31 states

Focus: Preschool through grade 5

Time: Daily, 90 minute reading periods throughout the school year

Tutors/Staff: Tutoring is provided by specially trained, certified teachers who work one-on-one with children in grades 1 through 3 who are behind their classmates in reading. First graders receive priority for one-on-one tutoring. Classroom teachers work as a team and participate in a three-day training session before the program begins, follow-up visits, and inservice training. A full-time facilitator helps teachers implement the program. The school's Principal or Assistant Principal, facilitator, social worker, and other personnel comprise a Family Support Team.

Materials: Contact Success For All for information on available materials.

Description: Schools must apply to become a Success For All school to ensure that the staff are aware of the program's elements, have the resources to implement the program successfully, and are committed to the program. A positive vote of 80% or more of the teachers is required. Program components include:

One-one tutoring for students in grades 1 through 3 who are falling behind in reading.

Eight-week assessments to monitor reading progress and identify and address problems.

Half-day preschool and full-day kindergarten, with an emphasis on language and positive self-concept, when possible.

Daily 90-minute reading and writing periods during which time students are grouped by skill level and cooperative learning is emphasized. In kindergarten and first grade, children work on phonetic awareness, auditory discrimnation, sound blending, meaning, context, self-monitoring strategies, and paired reading. In grades 2 through 5, students use the school's reading materials in a structured set of interactive reading, discussion, and writing activities.

Independent reading for 20 minutes each evening.

Contact: Write or call, Success for All Program, Johns Hopkins University, 3505 N. Charles Street, Baltimore, MD 21218, 410-516-8896 or 1-800-548-4998, or visit the web site, http://scov.csos.jhu.edu/sfa/sfa.html.

Program: Texas Children's Literacy Corps **Type:** Tutoring

Developer: AmeriCorps Programs at the Mental Health Association in Texas

Site(s): Schools, homeless shelters, public housing complexes, and after school programs

Focus: Children in kindergarten through 3rd grade.

Time: Individualized tutoring is provided during school, after school, weekends, and/or in the summer. Tutoring sessions are 40 minutes or longer and take place twice a week.

Tutors/Staff: AmeriCorps members work with children one-on-one or in small groups. Training is provided shortly after enrollment and midyear.

Materials: Contact Texas Children's Literacy Corps for information on available materials.

Description: Teams of AmeriCorps members in the TCLC work with organizations throughout Texas to improve children's literacy by enhancing and expanding sytematic tutoring services. All of the TCLC sites are required to use a reading model that has been shown to be effective and is related to the in-school reading program; involve families, teachers, and the private sector; and provide support services such as transportation and access to free reading materials.

Contact: Write or call, Allen Dietz, Texas Children's Literacy Corps, AmeriCorps Programs at the Mental Health Association in Texas, 8401 Shoal Creek Blvd., Austin, TX 78757, 512-454-3706.

Program: Virtual Y **Type:** After-School Literacy Program

Developer: The YMCA of Greater New York

Site(s): New York City public schools in all boroughs and school districts

Focus: Children in second through fourth grade.

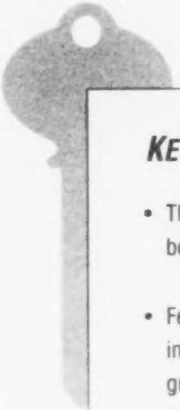
Time: Mondays through Fridays, 3 to 6 p.m.

Tutors: Trained YMCA staff and work study students from local colleges

Materials: Information packet and program manual

Description: YMCA staff are on site at selected elementary schools to provide a program of tutoring and homework help, enrichment activities, values development, recreation, and sports. The program integrates literacy and language experiences with health and values education.

Contact: Write or call YMCA of Greater NY, 333 Seventh Avenue, 15th Floor, New York, NY 10001 212-630-9600 or visit the web site: http://www.ymcanyc.org.



KEY POINTS IN THIS CHAPTER

- The America Reads Challenge has inspired ongoing activities on behalf of children's reading and literacy development.
- Federal-Work Study programs are a major existing resource to implement reading and literacy development initiatives through third grade and beyond.
- America Reads can learn from the successes of existing reading and tutoring programs throughout the country.

In this chapter:

- An Eight-Step Approach to Developing a Tutoring Program
- Characteristics of Effective Tutoring Programs

Developing a Tutoring Program

Getting Started

Developing a tutoring program begins by convening the key stakeholders who will contribute to and benefit from the program. Stakeholders might include:

- administrators, reading specialists, and teachers from the public school system;
- teachers and other staff from child care, Head Start and other early childhood programs,
- Even Start staff and administrators;
- staff from community organizations such as a library, Seniors for Schools initiative, or youth serving agency;
- families of children likely to be enrolled in the program and representatives of family organizations;
- volunteer tutors;
- tutor recruiters and coordinators;
- work-study program administrators and students; and
- AmeriCorps members and other national service program participants, directors, and staff.

The stakeholders collectively represent the community's experience and expertise.

This chapter covers the following topics:

- An eight-step approach to developing a tutoring program:
  1. assess the need;
  2. define the mission;
  3. set goals and objectives;
  4. create tutoring program partnerships;
  5. design the program;
  6. select or adapt a reading curriculum;
  7. provide support for tutors; and
  8. implement the plans.

  and

- Characteristics of effective tutoring programs.

An Eight-Step Approach to Developing a Tutoring Program[17]

Step 1. Assess the Need

The first task of a planning group is to assess the need for a tutoring program. The community may already have assessment information such as test scores, retention rates, and anecdotal reports from families and teachers. The community assessment should include an inventory of current reading initiatives, with an indication of their nature and scope, in order to measure existing services against need, and to pinpoint the gaps to be filled by the new program. The inventory will also serve as a checklist to ensure that stakeholders identified in preliminary planning are expanded to include all those who have been working to promote children's reading in the past. This will minimize duplication, build on experience, mobilize resources, and avoid the tensions that can arise when groups who may see themselves as the "real" pioneers are left out of new program initiatives.

This information will help the planners focus on the children who are most in need of tutoring. Research indicates that four out of ten children, on average, are at risk in terms of their literacy development. The needs assessment should identify target groups of children and areas of the community at greatest risk. Special attention should be given to Title I public schools and to neighborhoods served by Head Start and Even Start. Planners can use the assessment results to design a program that builds on children's skills and interests and provides activities of direct benefit to children.

JUMPSTART TO LITERACY: LINKING CHILD CARE, HEAD START, AND WORK-STUDY STUDENTS

Jumpstart was founded in 1993 by two students at Yale University to engage young people in community service, while fostering the literacy development of children enrolled in child care and Head Start programs in low-income communities. Through programs in New Haven, Boston, New York City, and Washington, DC. Jumpstart provides training and support to college students—called Jumpstart Corps members—who work one-on-one with young children and their families. More than half of the college students receive work-study wages for their work with Jumpstart. Jumpstart Corps members work part time during the academic year, thereby extending the child care day for participating children. A full day of care is provided during the summer months in classrooms that would otherwise be closed. The Jumpstart model includes a comprehensive training curriculum that integrates child development topics with emerging literacy.

Step 2. Define the Mission

The next step is to define the tutoring program's overall mission. In developing the mission statement, planners should consider the important contributions to supporting children's literacy development made by families and community institutions such as Head Start, child care, and other preschool programs; the public schools; and libraries, museums, and out-of-school time community programs. This brief statement should describe what the program intends to do to address the identified needs. The mission statement guides planners as they design, implement, and evaluate the program. For example:

The mission of the Kaleidoscope Tutoring Program is to motivate children to want to read for pleasure and to learn, to help children become engaged readers and writers, and to make sure children have access to high quality books and reading and writing materials.

With a mission statement such as this, planners can proceed with setting goals and objectives that the program expects to achieve.

Step 3. Set Goals and Objectives

The goals for the program will be written in general terms. The America Reads Challenge—all children will read well and independently by the end of third grade—is an example of a goal. Objectives are clear and measurable descriptions of specific outcomes related to the reading and literacy achievements of children. They might address the ages or grade levels to be served, how reading specialists will be involved, how many children will be enrolled, the roles of AmeriCorps members, how many volunteer tutors will be recruited, how schools and community groups will be involved, where tutoring will take place, and how success will be measured. For example:

The Kaleidoscope Tutoring program will enroll and offer tutoring services to 25 children in grades 1 through 3 at each of 5 sites.

All of the program's services, polices, and practices will be based on the mission statement and the proposed goals and objectives.

Step 4. Create Tutoring Program Partnerships

The tutoring program partnerships should include two or more organizations with extensive experience in encouraging children's literacy. One partner should be a school or school district. Other partners might include:

- a Head Start agency or child care center;
- an Even Start program;
- an AmeriCorps project;
- an after-school program;
- a Senior Corps project (e.g., a Foster Grandparents Program or a Retired and Senior Volunteer Program);
- parents' associations;
- the local library;
- a museum;
- a community college, college, or university (through academic departments and the work study office);
- a business;
- a literacy group;
- a youth-serving agency; or
- a Tribal Government.

An existing program could add tutoring to the array of services they already provide to children and families. Tutoring activities could operate at the same site or at satellite sites such as a housing complex, library, or religious organization.

In some instances, a partner might be a new organization, formed to operate the tutoring program. Such an organization will need to form strong linkages with the school and/or child care program, private sector, and other community groups that support literacy for children and families. When appropriate, these linkages should be formalized through written agreements that define each partner's roles and responsibilities. For example, an agreement with the school should specify:

The partners must form strong linkages with other groups that support literacy development.

- how the school administrators and staff will participate in planning, implementation, and monitoring of the program;
- who will serve as the liaison with the tutoring program to ensure ongoing communication and to provide information about applicable school regulations, policies, and procedures; and
- how the reading specialist will support classroom teachers and tutors in their work with children and families.

Step 5. Design the Program

The program design describes how the tutoring program will carry out its mission and achieve its goals and objectives. Planners can use the chart, Characteristics of Effective Tutoring Programs, later in this chapter as a checklist for designing the program.

In designing the program, planners will need to discuss and answer questions such as the following:

- How will children in need of tutoring be identified?
  Teachers will refer children to the program whose reading skills are below those of their peers (the lowest 50% or the lowest 25%).
- How and when will the program conduct pre- and post-testing?
  The program will use the __________ *reading skills assessment to measure children's skills at entry and at one-month intervals.*
- How will the program ensure that children who need special education or other services, in addition to or in place of tutoring, will receive such help?
  Children suspected of having special needs will be referred (with written parental permission) for screening and/or evaluation through the local education agency. The tutoring program will participate in planning and implementing follow-up strategies and services.

- Where and when will tutoring take place?
  Tutoring will take place at school, two afternoons per week.

- How will the program ensure that tutoring services delivered to school-age children during the regular school day are beneficial and outweigh missing regular classroom activities?
  Tutors will communicate regularly with families and teachers to track children's reading progress and net educational gains. In general, tutoring sessions will ***not*** *be scheduled at times when the child would otherwise be participating in reading activities in the regular classroom.*

- How will the program track children's progress?
  Tutors, families, and children will work together to create and maintain portfolios that document children's progress.

- How will the program recruit and screen volunteer tutors?
  The program will work with __________ University to recruit work-study students who are majoring in education or a related field. The school system will handle screening through its existing agreement with state authorities.

- How will the program support the tutors?
  All tutors will take part in a three-day initial orientation and attend biweekly workshops conducted by the program's reading specialist. Tutors will participate in a minimum of 36 hours of training on reading and literacy development. The reading specialist will observe tutoring sessions at least monthly and provide feedback and technical assistance.

Family involvement is another key area to be addressed in the program design. Planners can build in strategies for involving families, establishing partnerships with families, and encouraging family literacy. (See Chapter 4, Involving Families in Tutoring Programs, for more information on this topic.)

Other parts of the program design include:

- a communication system for reading specialists, teachers, tutors, families, and program staff;
- initial and ongoing training and supervision for tutors (see Step 7 below);
- policies and procedures;
- recordkeeping requirements; and
- a plan for ongoing monitoring and evaluation of the program's effectiveness in meeting specified goals and objectives.

Useful resources for program developers are *Help America Read: A Handbook for Volunteers* and the companion *Coordinators Guide* by Gay Su Pinnell and Irene C. Fountas.[18] The authors are experts in reading development and knowledgeable about how AmeriCorps and other national service programs can partner with community-based literacy programs.

Having designed an overall framework for the program, planners can review the appropriateness of different reading models.

A FEW QUESTIONS TO ASK DURING AN INTERVIEW WITH VOLUNTEER TUTORS

- What is there about this position that appeals to you the most?
- What is there about working with children that makes you enjoy it?
- How do you imagine your relationship with your students?
- Tell me about your understanding of the challenges these children face?
- Are there any types of children you feel you may have a hard time working with?
- Can you tell me about any experiences you may have had working with members of ethnic groups?

Chattanooga Family Service Corps in Chattanooga, Tennessee, shared the above interview questions through the America Reads listserv, July 23, 1997.

Step 6. Select or Adapt a Reading Curriculum

Planners might develop their own curriculum or, more feasibly, select a specific research-based reading curriculum that has been proven successful with children whose reading skills and needs are similar to those of the children to be targeted through the tutoring program. A research-based curriculum is one that is consistent with existing knowledge about how children learn to read. Reading One-One, Reading Recovery, and Success for All are widely-used curricula (see Chapter 5, Examples of Reading and Tutoring Programs, for descriptions of these and other curricula).

The reading curriculum should be research-based and compatible with the reading or literacy development approach used by the school or preschool.

Tutoring programs can involve their reading specialists in adapting the chosen reading curriculum to address local needs and circumstances. In the adaptation, it will be essential to ensure that the curriculum is suitable for use by tutors with the level of skills and amount of training that are likely to be characteristic of those participating in the program. If the reading model has been developed for use by highly trained classroom teachers (such as Reading Recovery), it will need to be modified for use by less well-trained tutors, or a complementary model will need to be selected, as has been done in some AmeriCorps programs that are partnering with Reading Recovery teachers in a comprehensive reading strategy. In those situations, the Reading Recovery teacher works one-on-one with children who are experiencing the most severe reading delays, and the AmeriCorps member tutors children who are behind in their reading development but who may not require such a high level of expertise in helping them to improve.

The most effective reading curricula have built-in opportunities for children to:

- experience incremental successes (e.g., reread a familiar passage independently);
- reinforce a few skills and concepts (e.g., review sight words); and
- move to the next step (e.g., master new sight words or read a more complex passage).

Since school administrators and reading specialists are among the key stakeholders to be included in the planning team, they can ensure that the reading curriculum supports the school's reading approach and the program design.

Regardless of the specific model the program will use, it should include a structured, yet flexible, format for tutoring sessions. Reading and literacy development programs, like all early childhood education programs, should be consistent with the principles outlined in *Developmentally Appropriate Practice in Early Childhood Programs,* Revised Edition, 1997, from the National Association for the Education of Young Children. This resource can guide planners and tutors in ways to adapt the format to promote learning by addressing children's individual and developmental needs.

A consistent structure helps both children and tutors to stay organized and focused on meeting individual goals. Children feel a sense of competence from being able to predict what comes next in each tutoring session. A flexible format allows tutors to use strategies that are tailored to address each child's learning style, skills, interests, and needs. The flexibility ensures that each child will receive individualized and developmentally appropriate support.

Children need both consistency and attention to their individual learning style, skills, interests, and needs.

The length of each tutoring session should be appropriate for the ages of the children involved and reflect a variety of planned activities. Evaluations of tutoring programs have shown positive results from sessions lasting up to 60 minutes. Longer sessions do not necessarily increase a child's literacy and reading development.

The *READ*WRITE*NOW Reading Partners Tutoring Program* suggests 35-minute tutoring sessions that follow this agenda:

Quick review of last session	3 minutes
Rereading of a story	5 minutes
Paired Reading of a new story	10 minutes
Vocabulary and comprehension exercises	5 minutes
Writing activity plus feedback	12 minutes

A 40-minute tutoring session might include these segments:

Opening activity and review	7 minutes
Instructional Goal 1	10 minutes
Instructional Goal 2	10 minutes
Reading activity	5 minutes
Closing activity	5 minutes
Follow-up assignment	3 minutes

The **opening activity and review** gets the lesson started. It is an opportunity to reinforce the tutoring relationship, help the child focus attention and get ready for the session, review what took place during the previous session, and discuss the follow-up activity.

Instructional goals focus on the child's needs. Usually one is related to reading and one to writing. Goals might come from the child's teacher. Completing several short activities helps a child feel a sense of accomplishment and success, which increases the child's motivation for learning.

A **reading activity** allows the child to practice reading something of his or her own choice or something the tutor selected. The reading material should be at an appropriate level so the child can read it with ease. Tutors might select a book on a topic of interest to the child or introduce a new book they think the child will enjoy. Many children like to read the same book or passage again and again because it helps them feel a sense of mastery. When children experience success as readers they are motivated to read on their own. Tutors can read aloud to non-readers. During the reading activity a child might read alone, take turns reading with the tutor, or engage in paired reading.

The **closing activity** encourages the child to think about what he or she has learned in this session and previous ones. The activity could involve talking, writing in a journal, or making comments that the tutor writes down.

Follow-up activities are a way to reinforce and build on what took place in the tutoring session. Many tutoring programs ask children to do independent reading or read with their families every day.

Step 7. Provide Support for Tutors

Qualified tutors are a critical element in the success of any tutoring program. The stakeholders will need a plan that specifies how the program will ensure that tutors have the knowledge and skills needed to carry out their roles effectively. Support begins with a comprehensive orientation prior to a tutor's first meeting with a child. Continued support is provided by a reading specialist through ongoing training and supervision using methods such as workshops, group meetings, and on-site visits.

Tutors are likely to be more effective when they receive a comprehensive orientation and ongoing training and supervision.

The orientation gives tutors background information and opportunities to practice using the reading curriculum. The agenda should include plenty of time for discussion and questions. Ideally, orientation takes place at the tutoring site. If this is not possible, tutors can visit the site before their first session with a child. The orientation can address topics such as these:

What Children Are Like:

- an overview of child development,
- how most children learn to read,
- strategies for guiding children's behavior,
- building a trusting relationship with a child, and
- learning disabilities that may affect a child's reading skills.

Getting to Know Families:

- creating partnerships with families,
- sharing information about children's progress, and
- respecting diversity.

The Tutoring Approach:

- the reading curriculum used by the tutoring program,
- the reading approach used by the school system,
- tailoring the curriculum to address individual needs, planning the first session, and
- assessing the child's reading abilities and tracking the child's progress.

Support for Tutors:

- ongoing training and supervision,
- resources (materials, books, workshops, web sites, listservs), the role of the reading specialist, and
- strategies for handling problem situations.

Working as a Team:

- coordinating with tutoring program partners (e.g., the school; child care or Head Start program; Even Start, HIPPY or other family literacy program; library; community groups),
- following the tutoring program's policies and procedures,
- handling problem situations, and
- making referrals, as appropriate.

Ongoing training and supervision for tutors should acknowledge and build on past experiences, provide information that can be used immediately, and allow for practice and skill development. The training might address a range of topics; however, all will be tied to effective implementation of the reading curriculum. Training content should cover the reading or emerging literacy approach used by the school, Head Start, or child care program and how to ensure that the tutoring curriculum and format builds on what children are learning in these educational settings. Many of the topics introduced in the orientation will be covered in depth through ongoing training and supervision. Including the orientation and pre-service training, a minimum of 36 hours of training in literacy and reading development is recommended.

Tutors will need continuing support in addressing children's unique needs. If the program serves children with severe reading difficulties, training should address the multiple factors that contribute to such reading difficulties and the tutoring strategies and other special services known to be effective in helping children gain the skills needed to learn to read.

The reading specialist and other trainers can provide ongoing training and supervision through a variety of methods that address group and individual training needs. Workshops and group meetings are effective ways to convey information needed by all tutors and to encourage discussion and problem solving. Tutors can share successes and seek input from others on how to address challenges. All tutors might keep journals about the child's activities and progress and their own experiences in promoting the child's literacy development. With the reading specialist's assistance, the tutoring program can establish a resource library of professional journals, books, videotapes, and other materials about the teaching of reading. Tutors should be invited to use the resource library to increase their understanding of literacy development.

One of the most effective ways to support tutors is through on-site observation and feedback focused on skill development. The reading specialist can schedule regular visits to the program to observe tutors interacting with children and to give feedback on what he or she saw and heard. As an alternative, tutors can support each other by conducting peer observations or by videotaping each other's tutoring sessions then meeting to view and discuss the tapes.

Here is how one tutoring program plans to provide ongoing training and supervision for tutors.

KALEIDOSCOPE TUTORING PROGRAM

Ongoing Training and Supervision

Tutor Meetings	Every other Wednesday, 7 to 9 p.m., pizza provided. Updates—from last meeting Sharing—tutoring successes and challenges Special Topic—presented by guest speaker, a tutor, or the reading specialist New Resources—now available in the resource library Skill Building—e.g., motivating young readers
Reflection Journals	Kept by each tutor Discussed with reading specialist, at tutor's request
Individual Support	Biweekly observation and feedback by reading specialist Biweekly observation and feedback with peer (tutor) Monthly "catch up" meeting with program director Individual meetings, at tutor's request

In addition to orientation and ongoing training and supervision, programs should provide a handbook that can serve as a ready reference. An example of the contents of a tutoring handbook follows.

KALEIDOSCOPE HANDBOOK FOR TUTORS ***Table of Contents***

SECTION	***DESCRIPTION***
Getting to Know the Community	Introduce the community's cultures, ethnic groups, businesses, and resources for children and families. Include a map.
The Public School System	Provide a statistical overview of the schools, students, teachers, and administrators. Include information about students' cultures and ethnic groups, test scores, and graduation rate.
School Calendar	Include the school calendar and highlight special events/holidays.
Overview of Sponsoring Organization	Describe the history, programs and services, staff, and volunteers. Include a chart showing how the tutoring program is related to other programs and services.
Overview of the Tutoring Program	Describe the reading curriculum, format for tutoring sessions, training and ongoing support, coordination with teachers and principals, family involvement, recordkeeping requirements, and policies and procedures.
Responsibilities/Job Description	Provide a tutor's responsibilities or a "job description."
Tips and Strategies for Getting Started	Provide general information about getting to know children and their families.
Handling Problem Situations	Describe typical problems and suggested solutions. Indicate when and from whom tutors can seek help.
Tutoring Contract	Include a brief, but clear, contract that outlines the organization's expectations of volunteer tutors.
Recordkeeping Forms	Provide blank copies of forms and instructions for use.

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Step 8. Implement the Plans

As the development process moves from planning to implementation, the key stakeholders can continue to play a role in operating and evaluating the program. They might become program staff or volunteers, serve as members of an advisory group, and continue to provide input related to their areas of expertise. Specific program implementation issues have been discussed throughout this Guide. Planners and staff can use the checklist discussed in the next section to implement and periodically review their tutoring program plan.

Characteristics of Effective Tutoring Programs

In developing this Guide, the authors have carefully reviewed reading curricula and tutor training materials as well as research studies concerning how children learn to read. The following 30 item list is a summary of the characteristics of effective programs. The list is adapted from the Reading Program Criteria provided by the Texas Children's Literacy Corps, a statewide AmeriCorps program sponsored by the State of Texas and administered by the Mental Health Association in Austin, Texas and from *Principles for High Quality America Reads National Service Program Initiatives.*[19]

CHARACTERISTICS OF EFFECTIVE TUTORING PROGRAMS

Program Administration

1 Key stakeholders such as teachers, school or preschool program administrators, reading specialists, tutors, and families are involved in planning, implementing, and evaluating the program.

2 The partners have a proven track record of working with children to encourage the development of literacy skills and/or have strong linkages with groups that have this expertise.

3 The partners have support from the private sector and local and state programs that support literacy.

4 The partners can provide transportation, snacks, and/or information and referral for other support services that address child and family needs.

Program Design

5 The program design is based on assessed needs, a well-defined mission statement, and clear, measurable goals. The design is based upon or consistent with the latest research on literacy and reading development and developmentally appropriate practice for early childhood education.

6 The program has systems for:
- identifying children in need of tutoring
- recruiting volunteer tutors
- conducting pre- and post-tests of children's skills
- conducting periodic evaluations of program effectiveness, including feedback from stakeholders.

continued on next page

CHARACTERISTICS OF EFFECTIVE TUTORING PROGRAMS *continued*

7 Tutors and the program director, staff, and volunteers regularly communicate and collaborate with families, child care program or school staff, and administrators.

8 Tutors are screened before acceptance into the program.

9 Tutors receive a written job description and a tutoring handbook that outlines the program's approach, policies, and procedures.

10 Tutors receive an orientation before they begin working with children.

11 Tutors receive ongoing training, technical assistance, and supervision.

12 Tutors recognize the importance of building relationships with children and motivating them to want to read.

Family Involvement

13 Tutors communicate with families regularly to keep them up-to-date on their child's progress.

14 Tutors suggest home literacy activities such as reading aloud and writing together.

15 Tutors involve families in collecting items that document the child's progress to be included in the child's portfolio.

16 The program helps families gain access to children's books and writing supplies.

17 The program encourages families to develop or improve their own literacy skills.

Tutoring Sessions

18 Tutors work with children one-on-one (or in small groups of two to four children).

19 Tutoring takes place during school, after school, weekends, and/or in the summer.

20 Tutoring takes place in an area large enough for children to concentrate without being disturbed by others.

21 Tutoring takes place in an open area where the tutoring pair can be observed at all times.

22 Tutoring sessions are up to 60 minutes in duration, depending on the age of the child and variety of activities.

23 Tutoring sessions are provided at least twice a week.

24 Tutoring sessions are divided into segments such as: an opening activity to set the stage, activities based on individual learning goals, reading practice, and a closing activity.

25 Each tutoring session includes opportunities for the child to experience success and to progress toward becoming an engaged reader.

The Reading Curriculum

26 The reading curriculum has been proven to be effective and/or is based on effective strategies.

27 The reading curriculum supports or builds on how and what children are learning through their preschool or in-school reading program.

28 The reading curriculum includes opportunities to develop and practice reading skills and comprehension, independent reading, and writing.

29 The reading curriculum can be tailored to respond to a child's skills, learning style, interests, and needs.

30 The curriculum and tutoring strategies integrate opportunities for service learning for participants in the program.

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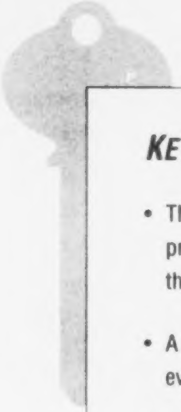

KEY POINTS IN THIS CHAPTER

- The first task of a planning group is to assess the need for a tutoring program to complement reading resources currently available in the community.
- A mission statement guides planners as they design, implement, and evaluate a tutoring program.
- All of the tutoring program's services, policies, and practices will be based on the mission statement and the proposed goals and objectives.
- Tutoring program partnerships should include two or more organizations with extensive experience in encouraging children's literacy.
- The design of the tutoring program should address details regarding the children to be tutored, tutors, the tutoring site, involving families, communication, and other policies and procedures.
- Select or adapt a research-based reading curriculum that has been proven successful with children whose reading skills and needs are similar to those of the children to be targeted through the tutoring program.
- By providing adequate training and supervision, planners and program administrators help to ensure that tutors have the knowledge and skills needed to carry out their roles and responsibilities effectively.
- Key stakeholders can continue to play a role in operating and evaluating the tutoring program.

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18 Gay Su Pinnell and Irene C. Fountas, *Help America Read: A Handbook for Volunteers,* and *Help America Read: Coordinator's Guide* (Heinemann, Portsmouth, NH, 1997).

19 Corporation for National Service, *Principles for High Quality America Reads National Service Program Initiatives* (Washington, DC: Working Draft, May 30, 1997).

Appendix A: Glossary

America Reads Challenge

A national initiative that calls on all Americans—schools, preschool programs, libraries, religious insitutions, universities, college students, the media, cultural organizations, business leaders, national service programs, and senior citizens—to ensure that every child can read well and independently by the end of third grade.

AmeriCorps

A national service program that allows people of all ages and backgrounds to spend a year in full-time or part-time service to a community program and earn an education voucher. More than 25,000 AmeriCorps members serve in over 430 programs. AmeriCorps is administered by the Corporation for National Service and by State Commissions.

Basal Reader

A published reading text designed for a grade or age group that supports a comprehensive approach to teaching specific reading skills.

Big Book

Enlarged versions of popular picture books that allow children to easily see and talk about the text and pictures.

Bilingual

Able to communicate in two languages.

Choral Reading

A joint reading technique that helps a child become a more fluent reader by the tutor using a slightly louder tone of voice and slightly faster pace than that of the child.

Consonants

All letters that are not vowels. With the exception of c and g, which have hard and soft sounds, consonants are pronounced consistently in English words.

Consonant Blends

Two or three consecutive consonants, pronounced so that each letter has its own distinct sound (e.g., str, pr, fr, br).

Consonant Digraphs

Two consecutive consonants that represent a single sound (e.g., ch, wh, ck, th). Th can be spoken (*th*ere) or silent (*th*in).

Conventional Reading and Writing

A term used to describe reading and writing as performed by competent readers and writers who conform to standard rules of grammar, punctuation, and language use.

Cues

The information used by readers to understand the meaning in a written text. Language cuing systems include phonics, semantics, syntax, and visual.

Decoding

Using strategies to figure out new words in text.

Drop Everything and Read (DEAR)

A time when every adult and child in the classroom, and sometimes the entire school, stops what they are doing and picks up a book to read for a specified amount of time.

Emergent Literacy

The gradual ongoing process through which young children learn to listen, speak, read, and write.

Fluency

The ability to speak, read aloud, and write language with ease.

High Frequency Sight Words

Words that appear frequently in text such as the, and, be, and are.

Home Language

The first language a child learns and uses at home and in the community.

Invented Spelling

A system used by young children to write words by using some of the sounds heard in spoken words.

Learn and Serve America

A Corporation for National Service grants program that supports teachers and community members who involve young people in service that relates to studies in school. More specifically, Learn and Serve America funds service learning programs in elementary and high schools and in post-secondary settings.

Our Time to Enjoy Reading (OTTER)

A classroom time when children can read books of their own choosing, share their reading with others, and ask questions.

Phonics

The identification of words by their sounds.

Phonemes

The smallest units of speech.

Phonemic Awareness

Recognizing the smallest units of sound that make up spoken language.

Phonograms

Combinations of letters such as ide, ight, tion.

*READ*WRITE*NOW*

The U.S. Department of Education initiative on reading and writing that is designed to assist families in fostering children's literacy and assist schools and other organizations in improving children's reading and writing abilities. READ*WRITE*NOW includes a special focus on reading during the summer.

Ready★Set★Read

An America Reads Challenge Early Childhood Kit, including booklets for families and caregivers, that focuses on language and literacy activities for children from birth through age five.

Reading is Fundamental (RIF)

The nation's largest and best-known non-profit literacy organization that ensures all children have access to books and the motivation to read them.

Reading Recovery

A one-on-one reading intervention program used by highly trained teachers with first-graders who are having difficulty learning to read.

Reading One-One

A structured reading program designed to increase children's reading performance through one-on-one tutoring provided by trained university students and community volunteers.

Scaffolding

Providing assistance and support incrementally in ways that challenge a child to use his or her skills and knowledge to learn.

Semantics

A cuing system that focuses on the meaning of text and its connection to the reader's prior knowledge.

Senior Corps

The National Senior Service Corps includes the Foster Grandparent Program, Retired Senior Volunteer Program (RSVP), and the Senior Companion Program. Administered by the Corporation for National Service, these programs tap the talents of seniors age 55 and over.

Shared Reading

A method for using a shared text (Big Book, language experience chart, or other written material) as a reading learning experience for a group of children or for a tutor with one child.

Silent Consonants

Consonants that have no sound in spoken English (e.g., *h* in ghost, *g* in gnat).

Sustained Silent Reading (SSR)

A time of the day when every adult and child in the classroom, and sometimes the entire school, reads silently for a specified period of time.

Syntax

A cuing system that focuses on grammar, how sentences are formed, and the order of the words in a sentence.

Title I

The part of the Federal Improving America's School Act of 1994 that funds extra educational services in basic and advanced skills. Title I is sometimes called Chapter I.

Vowels

The letters a, e, i, o, and u and sometimes y. Some vowels are long (e.g., ate, ice), some are short (e.g., am, us).

Vowel Digraphs

Two consecutive vowels pronounced as a single sound (e.g., mail, pie, boat, toe).

Vowel Dipthongs

Two consecutive vowels pronounced with the tongue starting in one position and quickly moving to another (e.g., oil, out).

Whole Language

A holistic perspective on education that acknowledges the connections between listening, speaking, reading, and writing; encourages children to develop skills by building on what they already know, uses quality children's literature, and actively involves children in meaningful reading and writing tasks.

Appendix B: Resources for Tutoring Programs

Publications

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Reaching All Families: Creating Family-Friendly Schools, U.S. Department of Education, Washington, DC, 1996. (Call 1-800-USA-LEARN or download from http://www.ed.gov/pubs/ReachFam/.)

The Read Aloud Handbook, 4th ed., Jim Trelease, Penguin, NY, 1995.

Reading Recovery, A Guidebook for Teachers in Training, Marie M. Clay, Heinemann, Portsmouth, NH, 1993.

Ready★Set★Read for Caregivers and *Ready★Set★Read for Families,* the Corporation for National Service, the U.S. Department of Education, and the U.S. Department of Health and Human Services, Washington, DC, 1997. (Call 1-800-USA-LEARN, or download from the America Reads Challenge web site, http://www.ed.gov/inits/americareads/.)

*READ*WRITE*NOW*! Partners Tutoring Program, Activities for Reading and Writing Fun* and *Play on Paper,* the U.S. Department of Education, Washington, DC, 1996. (Call 1-800-USA- LEARN, or download from http://www.ed.gov/inits/americareads/.)

The RIF Guide to Encouraging Young Readers, Ruth Graves, Editor, Doubleday, NY, 1987.

Standards for the English Language Arts, International Reading Association, Newark, DE and National Council of Teachers of English, Urbana, IL, 1996.

State of the Art, Transforming Ideas for Teaching and Learning to Read, Anne P. Sweet, U.S. Department of Education, Washington, DC, 1993. (Download from http://www.ed.gov/pubs/State Art/Read or order from U.S. Department of Education, OERI Education Information, 555 New Hersey Avenue, NW, Washington, DC 20208-5641).

Strong Families, Strong Schools, U.S. Department of Education, Washington, DC, 1994. (Download from http://eric-web.tc.columbia.edu/families/ or call 1-800-USA-LEARN.)

A Survey of Family Literacy in the United States, Lesley Mandel Morrow, Diane H. Tracey, Caterina Marcone Maxwell, Eds., International Reading Association, Newark, DE, 1995.

Teaching Reading, A Balanced Comprehensive Approach to Teaching Reading in Prekindergarten Through Grade Three, Reading Program Advisory, California Department of Education, Sacramento, CA, 1996. (Call 1-800-995-4099 or download from http://goldmine.cde.gov/cilbranch/teachrd.htm).

Tips on Tutoring: A Guide for Committed Tutors, Diane A. Wilbur, I Have a Dream Foundation, New York, NY, 1994 (reprinted 1997 by the Center for School Success at the Southern Regional Council).

The Volunteer Tutor's Toolbox, Beth Ann Herrman, Editor, International Reading Association, Newark, DE, 1994.

What We Know About Reading Teaching and Learning, Council for Educational Development and Research, Washington, DC, 1997.

Web Sites

Bank Street College: http://www.bnkst.edu/americareads/americareads.html

America Reads Challenge: http://www.ed.gov/inits/americareads/

Children's Literature Web Guide: http://w.calgary.ca/~dkbrown/index.html

KidLit: http://isit.com/kidlit/

The Literacy List: http://www2.wgbh.org/MCBWEIS/LTC/ALRI/Literacylist.html

Read Aloud!: http://funnelweb.utcc.utk.edu/~epling/readaloud.html

Reading Recovery Council of North America (RRCNA):
http://www.amihome.com/rrca/rrcna

Urban/Minority Families: http://eric-web.tc.columbia.edu/families

Vandergrift's Children's Literature Page:
http://www.scils.rutgers.edu/special/kay/childlit.html

America Reads Listserv: to subscribe e-mail **majordomo@etr-associates.org,** type in body of message: **subscribe americareads.**

Sources of Free or Inexpensive Children's Books

Children's Literacy Initiative
2314 Market Street
Philadelphia, PA 19103
215-561-4676

First Book
1133 Connecticut Avenue, NW
Washington, DC 20036
202-393-1222

Reading is Fundamental (RIF)
600 Maryland Avenue, SW
Suite 600
Washington, DC 20024
202-287-3220
http://www.si.edu/rif.

Rolling Readers USA
3049 University Avenue
San Diego, CA 92104
1-800-390-READ
http://www.rollingreaders.org

Appendix C: Organizations that Support Literacy

Organization	*Services*
Barbara Bush Foundation for Family Literacy 1002 Wisconsin Avenue, NW Washington, DC 20007 202-338-2006	Awards grants to family literacy initiatives. Gives recognition to programs, teachers, volunteers, and students. Publishes and distributes materials.
Association for Childhood Education International (ACEI) 17904 Georgia Avenue, Suite 215 Olney, MD 20832 800-423-3563	Supports development and education from infancy through early adolescence. Publishes journals: Childhood Education and Journal for Research in Childhood Education. Holds annual conference.
Center for School Success 133 Carnegie Way, Suite 900 Atlanta, GA 30303-1024 (404) 522-8764	Provides training and technical assistance to AmeriCorps projects with an education focus. Provides training and technical assistance support to the Seniors for Schools Initiative. The Center is administered by the Southern Regional Council (SRC)
Committee on the Prevention of Reading Difficulties in Young Children National Research Council, HA 178 2101 Constitution Avenue, NW Washington, DC 20418 202-334-3462 http://www2.nas.edu/delhp/211e.html	Conducts study of comparative effectiveness of interventions for young children at risk of having problems learning to read. Reviews and translates research findings into advice and guidance for parents and educators. Disseminates information through publications, conferences, and outreach activities.

Council for Educational Development and Research 2000 L Street, NW, Suite 601 Washington, DC 20036 202-223-1593	Uses research knowledge to improve elementary and secondary education. Publishes newsletter, R & D Watch. Disseminates reports on education research and development outcomes.
Corporation for National Service 1201 New York Avenue, NW Washington, DC 20525 202-606-5000 or 800-942-2677 http://www.cns.gov	Administers national service initiatives: AmeriCorps, AmeriCorps*Vista, and AmeriCorps* National Civilian Community Corps National Senior Service Corps (Foster Grandparents, Senior Companions, and the Retired and Senior Volunteer Program) Learn and Serve America (models and services for teachers integrating service into classrooms [kindergarten through college]).
Early Childhood Technical Assistance Center (ECTAC) 301 Maple Avenue West, Suite 602 Vienna, VA 22180 800-616-2242 http://ericps.crc.uiuc.edu/nccic/nccichome.html	Resources on America Reads, literacy development and early childhood education for children from birth through age eight and their families. Provides technical assistance to AmeriCorps and other national service programs funded by the Corporation for National Service. ECTAC is administered by Collins Management Consulting, Inc. (CMC) under a contract with the Corporation for National Service.
Educational Resources Information Centers (ERIC) 800-LET-ERIC	Operates 16 clearinghouses funded through the U.S. Department of Education.
• Adult Career and Vocational Education Ohio State University 1900 Kenny Road Columbus, OH 43210-1090 800-848-4815 http:www.acs.ohio-state. edu/inits/education/cete/ericave/index/html	Resources on adult and family literacy.
• Disabilities and Gifted Education The Council for Exceptional Children 1920 Association Drive Reston VA 22091-1589 1-800-328-0272 http:www.cec.sped.org/ericec/	Resources on best practices for meeting the educational needs of children with disabilities and children who are gifted.

▪ Elementary and Early Childhood Education University of Illinois, College of Education 9 Children's Research Center, 51 Gerty Drive Champaign, IL 61820-7469 800-583-4135 http://ericps.crc.uiuc.edu/	Resources on literacy and related topics from preschool through elementary school.
▪ Reading, English, and Communication Indiana University Smith Research Center, Suite 150 2805 East 10th Street Bloomington, IN 47408-2698 800-759-4723 http://www.indiana.edu/~eric_rec	Resources on the teaching of reading and language arts.
▪ Urban Education Institute for Urban and Minority Education Box 40 Teachers College Columbia University New York, NY 10027 800-601-4868 http://eric-web.tc.columbia.edu	Resources on meeting the educational needs of children living in urban environments.
Even Start Program Compensatory Education Programs U.S. Department of Education Room 2043, 600 Independence Avenue, SW Washington, DC 20202-8173 202-732-4682	Funds family literacy projects to help parents become partners in their children's education and develop their own literacy skills. Local school districts in all states are eligible to apply for funds.
Head Start ACYF/Head Start Bureau P. O. Box 1182 Washington, DC 20013 202-205-8572 http:www.acf.dhhs.gov/programs/hsb	Funds comprehensive child and family development programs for income-eligible preschool children and their families that are operated by local school systems or community-based organizations. Publishes a newsletter and training materials through a training and technical assistance network.
HIPPY USA Teachers College, Box 113 525 West 120th Street New York, NY 10027 212-678-3500	Helps communities create home-based early intervention programs that encourage parents to feel confident as teachers of their young children. Provides training and technical assistance to HIPPY sites.

International Reading Association 800 Barksdale Road, P. O. Box 8139 Newark, DE 19714-8139 302-731-1600 http://www.ira.org	Improves reading instruction and promotes literacy worldwide. Holds annual conference. Publishes journal, *The Reading Teacher.* Offers print and video resources and support for teaching reading.
Laubach Literacy Action P. O. Box 131 1320 Jamesville Avenue Syracuse, NY 13210 315-422-9121 http://www.laubach.org	Provides training, resources, and materials to local member programs. Helps adults gain literacy and math skills. Partnered with the Student Coalition for Action in Literacy Education (SCALE) and Literacy Volunteers of America (LVA) to provide America Reads Challenge Start-up Training.
Literacy Volunteers of America (LVA) 5795 Widewaters Parkway Syracuse, NY 13214 315-445-8000http://archon.educ.kent.edu/LVA/	Trains tutors to teach adults to read through more than 200 affiliates. Provides curriculum materials and programming ideas for adult literacy. Partnered with SCALE and Laubach Literacy Action to provide America Reads Challenge Start-up Training.
National Association for the Education of Young Children (NAEYC) 1509 16th Street, NW Washington, DC 20036-1426 1-800-424-2460 http://www.naeyc.org/naeyc	Advocates for appropriate services for children from birth though age eight. Holds annual conference. Offers print and video resources. Publishes journal, *Young Children.* Has 360 affiliate groups at local, state, and regional levels.
National Child Care Information Center 301 Maple Avenue West, Suite 602 Vienna, VA 22180 800-616-2242 http://ericps.crc.uiuc.edu/nccic/nccichome.html	Serves as Adjunct ERIC Clearinghouse for Child Care. Complements, enhances, and promotes child care linkages. Supports high-quality comprehensive services for children and families. NCCIC is administered by Collins Management Consulting, Inc. (CMC)
National Center for Family Literacy Waterfront Plaza, Suite 200 Louisville, Ky 40202-4251 502-584-1133	Operates model demonstration programs. Provides training and technical assistance to family literacy instructors. Disseminates information on family literacy. Publishes training materials, videotapes, and reports.

National Council of Teachers of English 111 W. Kenyon Road Urbana, IL 6180-1096 217-328-3870 http://www.ncte.org	Improves elementary and secondary-level English and the language arts teaching. Encourages professional discourse and growth. Publishes materials for educators and parents.
National Institute for Literacy 800 Connecticut Avenue, NW Washington, DC 20006 202-632-1500 http://novel.nifl.gov	Jointly administered by secretaries of Education, Labor, and Health and Human Services. Serves as national resource for adult literacy activities. Provides national hotline—800-228-8813—for literacy program referrals and information.
Parents as Teachers 10176 Corporate Square Drive, Suite 230 St. Louis, MO 63132 314-432-8963	Runs parent education programs that begin at birth. Provides home visits, developmental screening, group meetings, and a resource network.
SER Family Learning Centers 100 Decker Drive, Suite 200 Irving, TX 75062 972-541-0616	Supports literacy training for Hispanic parents, preschoolers, adolescents, and senior citizens.
Student Coalition for Action in Literacy Education (SCALE) 140 1/2 E. Franklin Street CB #3505 University of North Carolina, Chapel Hill Chapel Hill, NC 27599-3505 919-962-1542 http://www.unc.edu/depts/scale	Works with college students to address literacy needs. Offers technical assistance to college campuses participating in America Reads Challenge. Provides training and conferences on literacy-related topics. Operates a national clearinghouse. Partnered with Laubach Literacy Action and Literacy Volunteers of America to provide America Reads Challenge Start-up Training.
U.S. Department of Education 600 Independence Avenue, SW Washington, DC 20202-8173 1-800-USA-LEARN http://www.ed.gov	Funds numerous literacy and reading-related initiatives including READ*WRITE*NOW. Publishes materials in support of tutoring and America Reads Challenge. Sponsors research on reading and related topics. Funds 28 parent and resource centers.

For more information about the America Reads Challenge:

U.S. Department of Education
1-800-USA-LEARN

Corporation for National Service
Training and Technical Assistance Unit
1-202-606-5000, Extension 452

America Reads Internet Home Page: http://www.ed.gov/inits/americareads/

America Reads Listserv: to subscribe e-mail:
majordomo@etr-associates.org
type in body of message: subscribe americareads

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AmericaReads
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